The UNIVERSITY OF NORTH CAROLINA RECORD

ANNOUNCEMENT
OF THE THIRTY-THIRD SESSION OF

THE SUMMER SCHOOL

JUNE 22-AUGUST 5
1920

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PHILLIPS HALL—ENGINEERING BUILDING

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CALENDAR

June 22-23, *Tuesday and Wednesday*—Registration days.

June 24, *Thursday*—Instruction begins in all courses.

June 25, *Friday*—General Meeting, 8 p. m. Public exercises in Gerrard Hall.

June 26, *Saturday*—All classes meet at the hours scheduled for Wednesday's classes.
Reception to students, Bynum Gymnasium, 8:30 p. m.

Aug. 3, Class Instruction ends at 1:30. Examinations begin at 2:30 p. m.

Aug. 4-5, *Wednesday and Thursday*—Summer School examinations.

Aug. 5-6, *Thursday and Friday*—State examinations.

Institutes For Public Welfare

June 22-September 13

(See *Summer School Bulletin No. 4*)

Detailed announcements of lectures, conferences, and entertainments will be issued weekly while the Summer School is in session.

A special bulletin announcing in detail the work of the Institutes For Public Welfare, to be held in connection with the Summer School, will be sent on request.

1920

JUNE						
S	M	T	W	T	F	S
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20	21	22	23	24	25	26
27	28	29	30			

JULY						
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11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

AUGUST						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

IMPORTANT SUGGESTIONS

1. Have your room reserved in advance.

2. Urge your room-mate to make reservation promptly; otherwise the management will have to assign someone to the room with you.

3. Before leaving home mark your trunk plainly, putting your own name on it and the name of the dormitory to which you have been assigned, and have it checked to Chapel Hill, N. C. If you make your reservation before June 1st, a printed card giving your Chapel Hill address (room number and name of dormitory) and a baggage check will be sent to you. This card attached to your trunk or baggage will insure its prompt delivery without expense, provided you DELIVER THE CHECK TO THE UNIVERSITY SUMMER SCHOOL'S OFFICIAL REPRESENTATIVE AT UNIVERSITY STATION.

4. Be sure to provide yourself with the necessary articles which you are expected to bring; bed linen, pillows, towels, etc.

5. If convenient for you to do so, confer with your superintendent or principal and get his advice as to the courses you should pursue in the Summer School.

6. Do not plan too much. Fifteen hours of class work a week is a reasonable amount to attempt. More than 20 hours will not be allowed.

7. Decide before coming that you will stay the full six weeks. No credit will be given for a shorter period.

8. Be present for the first roll-call. The person who begins his work a day or two late is obliged to labor under a handicap. Work will start promptly as scheduled, and the pace will be brisk.

9. If you wish to pursue in the Summer School courses counting for University credit, you should make application for such courses in advance. Registration for such courses will not be allowed after Monday, June 28th.

10. Please note that certain courses will not be given unless applied for in advance.

11. If, after examining this bulletin carefully, there is further information you desire, address N. W. Walker, director of the Summer School, Chapel Hill, N. C.

HISTORICAL NOTE

The old "Summer Normal" at the University was a pioneer in the summer school field. It was established in 1877 by Dr. Kemp P. Battle, and it seems to have been the first of its kind in America. It ran for eight years, and enrolled 2,480 teachers and students. It suspended in 1884.

Revived in 1894, the Summer School ran eleven years during its second period of usefulness until 1904 when it was again suspended. During this period 1,541 teachers and students were enrolled.

The New Summer School

Revived again in 1907, the new Summer School began work on a modest scale. The first year there were only 36 students in attendance. Provision was made to offer instruction in only a few departments, and the branches included in the program of study were those most generally taught in the high schools. The number of students increased and new departments were opened. In 1916 (the year before our country entered the World War) most of the departments of the University offering liberal arts and scientific courses were open during the Summer School. Many of the courses offered were of university and college grade. The number of students enrolled that year reached 1,052. The years 1917 and 1918 saw a falling off in the number of Summer School students as a result of our participation in the war. There were 901 in 1917, 618 in 1918, and 922 in 1919.

During these years the Summer School has developed into an institution of force and power that has exercised an elevating influence on the educational life of the whole state. It has, moreover, established itself firmly in the esteem of the teaching profession. The session of 1920 promises to be one of the most successful ever conducted at Chapel Hill.

OFFICERS OF ADMINISTRATION

Harry Woodburn Chase, Ph. D., President.

Nathan Wilson Walker, A. B., Director.

Thomas James Wilson, Jr., Ph. D., Registrar.

Miss Louise Coffey, Secretary.

Charles Thomas Woollen, Business Manager.

Julius Algernon Warren, Treasurer.

George Pickard, Superintendent of Grounds.

P. L. Burch, Superintendent of Buildings.

Louis Round Wilson, Ph. D., Librarian.

Eric A. Abernethy, M. D., Physician to the Summer School.

Mrs. Flora Rice, R. N., Nurse in charge of Infirmary.

Miss Anna Klink, R. N., Assistant Nurse.

Henry B. Marrow, A. B., Secretary, Teachers' Bureau.

Robert B. Lawson, M. D., Director of the Gymnasium.

Miss Elsie B. Heller, Secretary, Y. W. C. A.

Advisory Committee on Administration: Professors Walker, Noble, Howe, Wilson, T. J., Williams, L. A., Patterson, Knight.

Faculty Committee on Advanced Standing: Professors Wilson, T. J., Howe, Daggett.

Faculty Committee on Graduate School: Professors Greenlaw, Raper, Pierson, Williams, Bell.

Committee on Normal Courses and Demonstration School: Professors Noble, Williams, Knight, Mr. Morrison.

CHAPERONES IN CHARGE OF DORMITORIES

Mrs. Leake Peace, Vance Building

Mrs. J. M. Williams, Battle Building.

Mrs. J. Y. Paris, Pettigrew Building.

Mrs. A. A. Pickard, Smith Building.

Mrs. A. S. Winsor, Jr., Old West Building

Mrs. Lee J. Shine, Old East Building.

Mrs. C. U. Williams, Carr Building.

Mrs. E. J. Coltrane, South Building.

Mrs. G. Z. Ferrell, New East Building.

Mrs. R. B. Spencer, New West Building.

STAFF OF INSTRUCTION

JAMES MUNSIE BELL, Ph. D. ..... CHEMISTRY
Professor of Physical Chemistry
University of North Carolina

JOHN JAY BLAIR, B. S. ..... DRAWING
Superintendent of Schools
Wilmington, N. C.

EUGENE CUNNINGHAM BRANSON, A. M., Litt. D.
RURAL ECONOMICS AND SOCIOLOGY
Kenan Professor of Rural Economics and Sociology
University of North Carolina

LAUTREC CRANMER BROGDEN, M. A. ..... SCHOOL SUPERVISION
State Supervisor of Rural Elementary Schools

KENT JAMES BROWN, Ph. D. ..... GERMAN
Associate Professor of German
University of North Carolina

MISS MARY V. CARNEY, M. A. ..... GRAMMAR SCHOOL HISTORY
Teacher of History
Central High School, St. Paul, Minn.

DUDLEY DEWITT CARROLL, A. M. ..... ECONOMICS
Professor of Economics and Acting Dean of the School of Commerce
University of North Carolina

COLLIER COBB, A. M., D. Sc. ..... GEOLOGY AND GEOGRAPHY
Professor of Geology and Mineralogy
University of North Carolina

HARRY CLARK, M. A., LL. D. ..... SECONDARY EDUCATION
Professor of Secondary Education
University of Tennessee

JOHN FREDERICK DASHIELL, Ph. D. ..... PSYCHOLOGY
Associate Professor of Psychology
University of North Carolina

WILLIAM MORTON DEY, Ph. D. ..... SPANISH AND FRENCH
Professor of the Romance Languages and Literatures
University of North Carolina

MISS HELEN A. FIELD, B. S., M. A. ..... PRIMARY METHODS
Principal of Lower School
Oak Lane Day School, Philadelphia

EARLY L. FOX, Ph. D. ..... HISTORY
Professor of History
Randolph-Macon College

WESLEY CRITZ GEORGE, Ph. D. ..... ZOOLOGY
Professor of Zoology
The University of Georgia

MISS MARTHA I. GILTNER, R. N. ..... NURSING
Southern Division, American Red Cross
Atlanta, Georgia

MISS GRACE GRISWOLD ..... DRAMATICS
Director of the Theater Workshop
New York City

GEORGE KENNETH GRANT HENRY, A. M., Ph. D. ..... LATIN
Assistant Professor of Latin
University of North Carolina

CLARENCE ADDISON HIBBARD, M. A. ..... ENGLISH
Assistant Professor of English
University of North Carolina

ALLAN WILSON HOBBS, Ph. D. ..... MATHEMATICS
Instructor in Mathematics
University of North Carolina

SAMUEL HUNTINGTON HOBBS, JR., A. B., A. M.
RURAL ECONOMICS AND SOCIOLOGY
Assistant Professor of Rural Economics and Sociology
University of North Carolina

GEORGE HOWE, Ph. D. ..... LATIN
Professor of the Latin Language and Literature
University of North Carolina

GEORGE W. HUNTER, Ph. D. ..... BIOLOGY
Professor of Biology
Carleton College, Minnesota

CHESLEY MARTIN HUTCHINGS, A. M. ..... FRENCH
Instructor in Romance Languages
University of North Carolina

EDGAR W. KNIGHT, Ph. D. ..... EDUCATION
Professor of Rural Education
University of North Carolina

FREDERICK H. KOCH, A. M. ..... DRAMATIC LITERATURE
Professor of Dramatic Literature
University of North Carolina

HENRY BURWELL MARROW, A. B. ..... SCHOOL LAW
Superintendent of Schools
Smithfield, N. C.

MISS HENRIETTE MARIE MASSELING ..... STORY-TELLING
Story Specialist
City Schools of Atlanta, Ga.

JAMES STRONG MOFFATT, JR., Ph. D. ..... ENGLISH
Instructor in English
University of North Carolina

FRED W. MORRISON, M. A.
SUPERINTENDENT OF DEMONSTRATION SCHOOL
Superintendent of the Chapel Hill Graded School

MARCUS CICERO STEPHENS NOBLE ..... PEDAGOGY
Professor of Pedagogy and Dean of the School of Education
University of North Carolina

STUART GRAYSON NOBLE, Ph. D. ..... EDUCATION
Professor of Education
Millsaps College, Jackson, Mississippi

HOWARD W. ODUM, Ph. D. ..... SOCIOLOGY
Professor-elect of Sociology
University of North Carolina

ANDREW HENRY PATTERSON, A. M. ..... PHYSICS
Professor of Physics
University of North Carolina

WILLIAM WHATLEY PIERSON, JR., Ph. D. ..... HISTORY
Assistant Professor of History
University of North Carolina

MISS MARY POORE ..... WRITING
Supervisor of Writing in the City Schools of
Birmingham, Ala.

EDWIN DAVIS PUSEY, A. M., LL. D. ..... EDUCATION
Superintendent of City Schools
Durham, N. C.

E. OSCAR RANDOLPH, M. A., Lit. D. ..... GEOLOGY
Professor of Geology
State College, Texas

MISS FRIEDA RENTCHLER, B. S. ..... HOME ECONOMICS
Teacher of Home Economics
Chapel Hill High School

JAMES FINCH ROYSTER, Ph. D. ..... ENGLISH
Professor of English
University of Texas

MRS. MAMIE S. SEASE, A. B. ..... DRAWING
Supervisor of Drawing
Durham City Schools

SAMUEL LLOYD SHEEP, M. E. ..... ARITHMETIC
Superintendent of City Schools,
Elizabeth City, N. C.

MISS MARY A. SHEEHAN, A. B., B. Ed. ..... GRAMMAR SCHOOL ENGLISH
Teacher of English
Washington Junior High School, Rochester, N. Y.

HERMAN HENRY STAAB, M. A. ..... SPANISH
Assistant Professor of Romance Languages
University of North Carolina

WALTER DALLAM TOY, M. A. ..... GERMAN
Professor of the Germanic Languages and Literatures
University of North Carolina

FRANCIS ASBURY WATERHOUSE, Ph. D. ..... FRENCH
Associate Professor-Elect of Romance Languages
University of North Carolina

PAUL JOHN WEAVER, B. A. ..... PUBLIC SCHOOL MUSIC
Professor of Music
University of North Carolina

ALVIN SAWYER WHEELER, Ph. D. ..... CHEMISTRY
Professor of Organic Chemistry
University of North Carolina

LESTER ALONZO WILLIAMS, Pd. D. ..... SCHOOL ADMINISTRATION
Professor of School Administration
University of North Carolina

LOUIS ROUND WILSON, Ph. D. ..... Library Science
Professor of Library Science and Director of Extension
University of North Carolina.

ARTHUR SIMEON WINSOR, A. M. ..... MATHEMATICS
Assistant Professor of Mathematics
University of North Carolina

OTHER INSTRUCTORS

For a list of the instructors in the Institute for Public Welfare, see Part III of this Bulletin; also *Summer School Bulletin No. 4.*

For a list of the instructors in the High School Department and Demonstration School, see *Summer School Bulletin No. 5.*

For a list of the instructors in the Orange County Summer School, see *Summer School Bulletin No. 6.*

For additional instructors to be added, see *Supplementary Announcement* (*Summer School Bulletin No. 7*) to be issued later.

LECTURERS

For a list of the lecturers to appear before the Summer School, see Parts III and IV of this bulletin.

PART I—GENERAL INFORMATION

The Summer Term: June 22-August 5

The thirty-third session of the University Summer School will open on Tuesday, June 22d, and continue for a term of six weeks, closing on Thursday, August 5th. Classes will hold their regularly scheduled meetings on Thursday, Friday, and Saturday of the opening week, but after that the school will be in session only five days each week, from Monday to Friday.

Registration

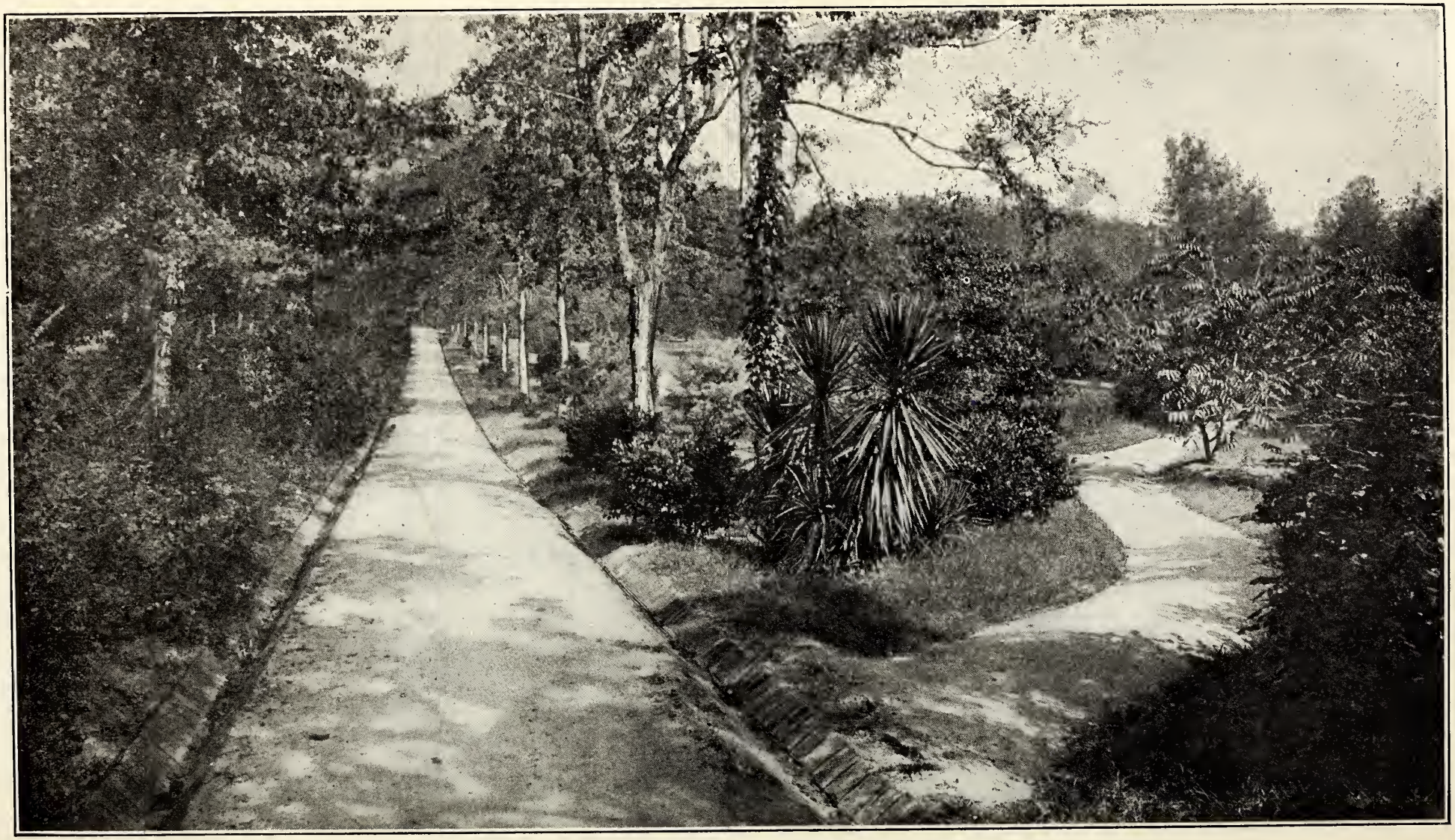
The regular time for registration will be Tuesday and Wednesday, June 22d and 23d. All students of the Summer School should try to be present and register on those days, as the regular class work will begin promptly at 8:00 on Thursday morning, June 24th. There are certain preliminary arrangements to be made in the way of arranging courses, securing board and lodging, getting the necessary books, etc., all of which should be attended to, if possible, before class work begins. To be on hand promptly so as to begin with the regular class is far more satisfactory than to come in a day or two late.

Registration in the courses counting for the A. B. and A. M. degrees will not be permitted after Monday, June 28th.

Departments of Instruction

In the Summer School of 1920 instruction will be offered in the following departments. For description of the courses see Parts II and III of this bulletin.

Biology	Geology	Physics
Chemistry	German	Psychology
Drawing	History	Rural Economics
Economics	Home Economics	Sociology
Education	Library Science	School Law
English	Latin	Spanish
French	Mathematics	Writing
Geography	Music	Zoology



PRESIDENT'S WALK AND ARBORETUM

For Whom Courses are Planned

Professional and Cultural Courses are planned for:

1. Teachers of Primary Grades.
2. Teachers of Grammar Grades.
3. High School Teachers and Principals.
4. Teachers of Special Subjects.
5. County and City Superintendents and Supervisors.
6. Candidates for Admission to College who wish to make up deficiencies in entrance requirements.
7. Teachers who expect to take the State Examination for Professional Certificates in July, whether applying for the original certificate, renewal, or additional credit.
8. College and University Students who desire to earn extra credit towards the A. B. degree.
9. Students, Teachers, and others wishing to pursue Professional and Cultural Courses leading to the A. B. and A. M. degrees.

Courses in Education

For a full list of the courses offered in this department, see under Education, Part II of this bulletin.

These courses are designed to meet the needs of teachers and superintendents who are making an effort to fit themselves for better service, and for students who wish to pursue during the summer college and university courses leading to the A. B. and the A. M. degrees. To the earnest teacher or student who desires to spend a part of the summer in serious, quiet study under the direction of competent instructors, excellent opportunities are offered.

Courses for University Credit

The Summer School is from year to year enlarging the scope of its work by opening other departments and offering additional courses, many of which count for credit towards the degrees of A. B. and A. M. A list of these courses is given below, and a description of each, with a statement of the amount of credit given, is included in the statements made by the various departments. (See Part II of this Announcement.)

Summer School Credits

One Summer School hour is the equivalent of one-half a course for a term (quarter) of the regular session. The credit

allowance for courses in the Summer School is in proportion to the number of weekly meetings, a course meeting for five hours each week continuing for one hour, one meeting for ten hours weekly, for two hours.

In no case will credit be given unless the student has been in regular attendance on the course during the whole summer session, and has completed satisfactorily the work of the course together with the final examination. Students will not be allowed to register for courses counting for college or university credit later than Monday, June 28th.

The standard of work in courses given for University credit will be in all respects that of the corresponding courses as given during the regular session, as these courses are an integral part of the work of the University. It is the hope of the University that by the introduction of such courses, increased service may be rendered to the growing body of teachers in the State who have already completed college courses or done some work of college grade and who desire while in service to improve themselves along both professional and cultural lines, and at the same time receive formal recognition for their work.

Courses of Freshman and Sophomore grade will not be credited toward graduate work. Courses of Junior and Senior grade may be counted toward a minor for such work, as indicated in the regulations below. Definite information about the different credits that certain courses carry can be obtained at the time of registration.

Admission to Undergraduate Courses

Applicants for courses of Freshman grade must satisfy the requirements for entrance as laid down in the University catalogue. These requirements comprise a total of 15 units selected from the subjects of English, foreign languages (ancient and modern), history, mathematics, and science. For details the applicant is referred to the University catalogue.

Applicants for courses of advanced standing must furnish evidence of work of college grade completed at this or another institution. Such evidence must consist of the official statement from the institution where the work was done, showing definitely the courses pursued and the amount of credit recorded. Admission to specific courses will be determined in each case by the

department on the basis of previous preparation. In some instances the training in a branch of study derived from experience in teaching it will be taken into account.

Application for admission to undergraduate courses should be sent in advance to the Director of the Summer School. This application should be accompanied by certificates of preparation, or official statements from other institutions that the applicant has attended, and a list of the courses the applicant desires to pursue. Blanks for this purpose will be furnished on request.

Candidates for the Master's Degree

Students who may wish to pursue in the Summer School courses leading to the Master's degree should, if possible, make application for such courses before June tenth and should send with their application a statement of their educational experience. This statement should include: (1) the college from which the applicant has a Bachelor's degree; (2) the time when the degree was taken; (3) the courses pursued; (4) teaching experience. The courses leading to the Master's degree will be open to the students of the Summer School upon the same conditions as to students in the regular sessions. The candidate for such a degree must hold a Bachelor's degree from a college of approved standing. He must complete at least 9 whole courses, 5 of which must be taken in the Graduate School; the remaining 4 may be taken in the Graduate School, or from courses open to Juniors and Seniors. (A Summer School hour is equivalent to one-half a course for a term, or quarter, of the regular session.) The candidate must have a reading knowledge of French and German in case the professor in charge of his major work thinks it necessary for efficient work. In case he has not had sufficient training in certain departments to enable him to pursue strictly graduate courses, provision may be made in the Summer School for the making up of such deficiency.

The degree may be earned by graduates of standard colleges by the completion of an approved course of study extending over four summer sessions. No student will be allowed to carry during any one summer work which amounts to more than two and one-half courses toward the degree. The degree will in no case be conferred until the regular commencement next succeeding the summer session in which the work is completed.

A thesis on the major subject of study, showing capacity for original research, must be submitted to the head of the department concerned on or before May 1st of the year in which the degree is conferred, and must be filed in typewritten form on or before May 15th.

High School Department

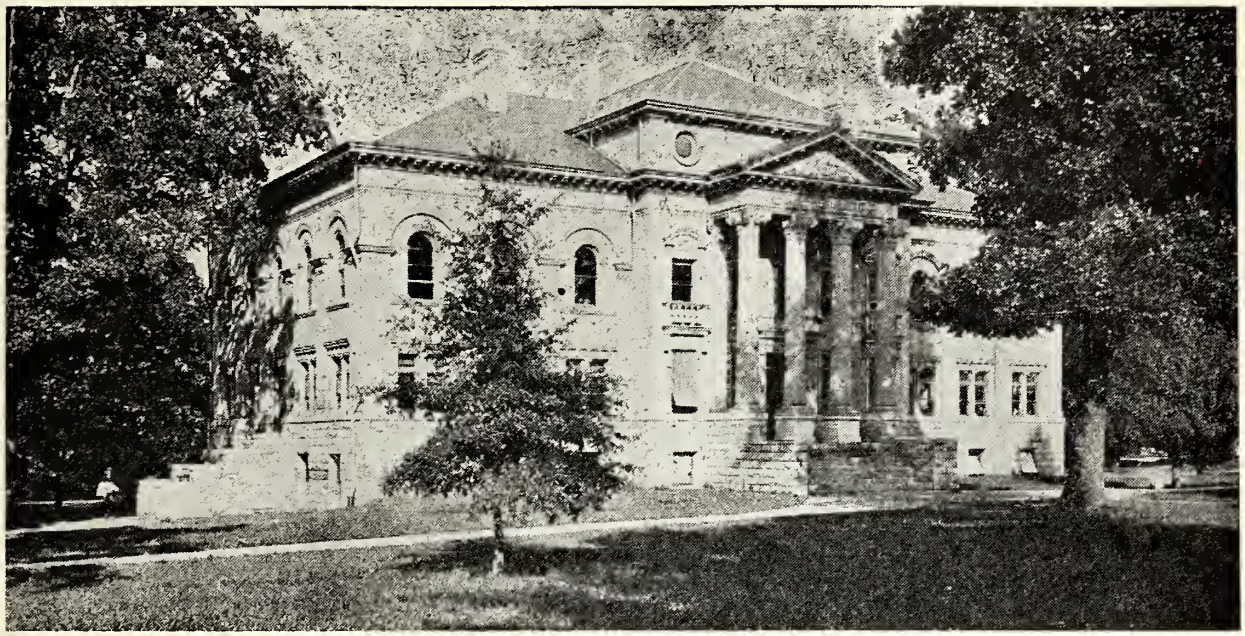
In addition to the courses announced elsewhere in this bulletin, there will be regular high school courses for students wishing to make up deficiencies in their high school preparation. Regular classes will be organized in English, History, Mathematics, Latin, French, General Science, and Physics. Coaching classes will be conducted for other students of high school grade. Students will have an opportunity to get instruction in almost any subject of high school grade. (See *Summer School Bulletin No. 5.*)

Departmental Conferences

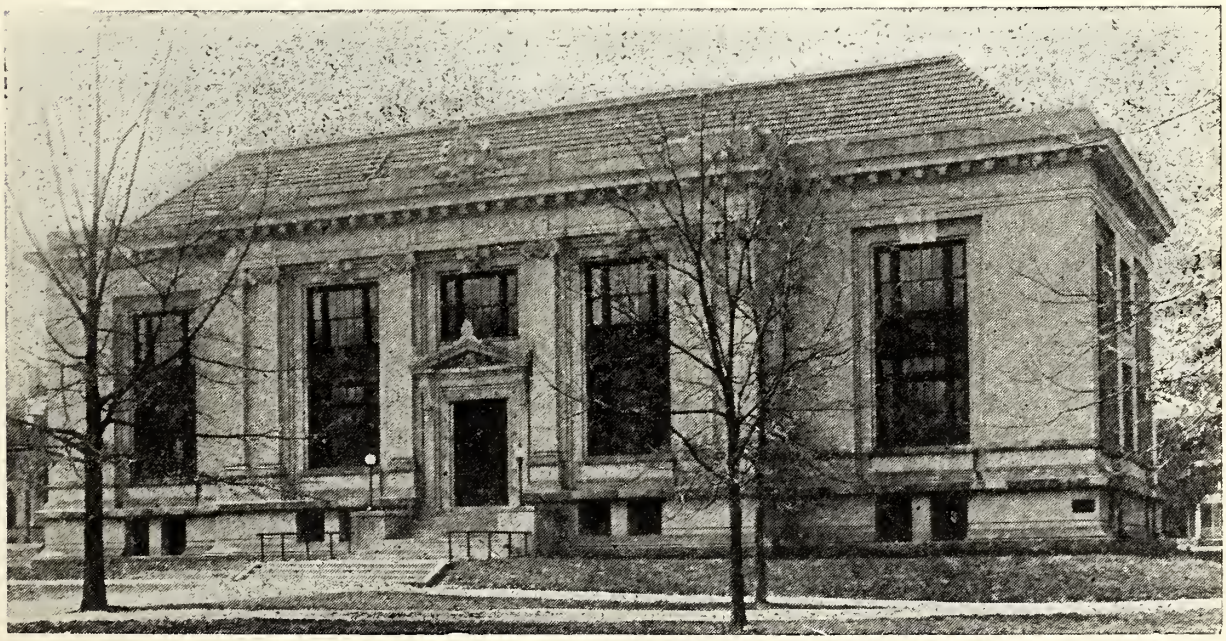
Throughout the session departmental conferences will be conducted for teachers of special subjects. These conferences will be held once or twice a week and will be conducted by the heads of the several departments. The discussions will supplement the lectures given in certain courses. The attendance will not be restricted to those who register for such courses. The English conference will be open to all those who wish to attend; the Latin conference, to all teachers of Latin; and so on for the conferences in the other departments. It is the purpose of these conferences to aid teachers in the practical problems of their work by informal discussions of such topics as the recitation, the course of study, the place of the subject in the curriculum, the use of material, etc.

A Demonstration School

A demonstration school will be conducted throughout the term for the purpose of observation and demonstration. Regular class work covering the first seven grades will be carried on. Teachers pursuing courses in Primary School Methods and Grammar School Methods will be required, under the direction of the instructor, to observe the work of these grades. (See *Summer School Bulletin No. 5.*)



ALUMNI BUILDING—ADMINISTRATION OFFICES



CARNEGIE LIBRARY BUILDING

Summer School Certificates and Professional Credits

At the close of the term regular examinations will be held, and certificates will be issued to those who pass a satisfactory examination on the courses pursued. These certificates state definitely the courses pursued and the grades attained.

Teachers' Bureau

A Teachers' Bureau is maintained during the Summer School for the benefit of teachers desiring a change of position. Many applications for teachers are received each year while the Summer School is in session, and many Superintendents visit the Summer School for the purpose of employing well qualified teachers. In order that the management may keep closely in touch with available teachers and be enabled thereby to render prompt service to school officials applying for teachers, all well qualified applicants in attendance are invited to register with the Teachers' Bureau. No fee is required nor is any charge made for this service. Applicants are expected to file with the Bureau photograph and typewritten testimonials or letters of recommendation.

The Library

The University Library, containing 100,000 volumes and over 25,000 pamphlets, will be open daily to the students of the Summer School. Excellent opportunities are here afforded the students for wide reading and special research. Model libraries are exhibited during the term for (a) Teachers, (b) Rural Elementary Schools, (c) High Schools. These suggestive collections may be consulted at any time.

The Gymnasium

Each day in the week, from 7 a. m until 4 p. m., the shower baths in the Gymnasium will be open to the women of the Summer School. Hot water will be furnished every morning. Each afternoon, from 4 to 6:30, the shower baths will be open to the men.

One evening each week (Social Evening) the Gymnasium will be open for social purposes. A gymnasium fee of fifty cents is charged each student of the Summer School. This is paid at the time of registration.

The Infirmary

During the Summer School the University Infirmary will be open for the convenience of the students in attendance. The Infirmary will be under the direction of Dr. Eric A. Abernethy, Physician to the Summer School, and Mrs. Flora Rice, Nurse, who, with an assistant, will be constantly in attendance. There will be no extra charge for the services of the Physician or of the Nurse, except in cases of prolonged and serious illness necessitating a special nurse. The Summer School Physician will be at the Infirmary two periods a day for consultation and advice. At these hours students of the Summer School will be given the opportunity to consult the Physician about any matters pertaining to their health. A medical fee of $1.00 is required of each matriculate in the Summer School at the time of registration.

Tuition, Registration, and Laboratory Fees

Each matriculate in the Summer School is required to pay a flat registration fee of $10.00. This includes a matriculation fee of $7.50, a medical fee of $1.00, a gymnasium fee of $1.00, and a library fee of 50 cents. No tuition fees will be charged teachers of the State or residents of the State who are preparing to teach; nor will tuition fees be charged nonresidents of the State who, at the time of matriculation, have signed a contract to teach in the schools of the State.

In addition to the registration fee, a nominal tuition fee of $5 will be charged all other matriculates in the Summer School. Laboratory fees are charged for some courses. In each case where a laboratory fee is charged, due announcement of the fact is made in connection with the statement of the course for which it is charged. Registration, tuition, and laboratory fees are to be paid at the time of registration.

No refund of any of these fees will be made after ten days from the date of registration.

Train Schedules

There are two trains a day, except Sunday, from University Station to Chapel Hill. The noon train arrives at 12:05 and the evening train at 6:45. Those who can conveniently do so would do well to arrange their trip so as to reach Chapel Hill on the

noon train. Be sure to buy your ticket to Chapel Hill Station and have your baggage checked to this point (and not to the University Station, which is ten miles or more from the University).

Delivery of Baggage

The Summer School management will deliver the baggage of students free of cost at their dormitories, provided their checks are given only to the official representative of the Summer School at University Station or at Chapel Hill Station. During the registration period a Bureau of Information will be maintained at University Station, and an official representative of the University Summer School will be on hand to take up baggage checks and give such information as incoming students may desire. Give your checks to this representative and your baggage will be delivered promptly and without charge.

Table Board

Good table board will be furnished at *Swain Hall* for $24.00 per month of four weeks, payable at the beginning of the month, or $36.00 for the entire term, payable at the opening of the session. The rates by the week will be $7.00. Five hundred boarders can be accommodated at *Swain Hall.*

Good table board and lodging can be obtained at the village boarding houses and hotels. (See list on page 81.)

Dormitory Accommodations

For the accommodation of the ladies in attendance upon the Summer School the University will open the *Carr,* the *Smith,* the *Vance-Battle-Pettigrew,* the *Old East,* the *Old West,* the *New East,* the *New West,* and the *South Buildings,* and *Sigma Chi Hall.*

During the Summer School each of these dormitories will be in charge of a capable chaperone who will see that the University's regulations regarding the health, comfort, and safety of the students are carried out, and who will be always ready to give the young ladies such advice and assistance as they may need.

The *Carr Building* contains 42 rooms and will accommodate 80 students.

The *Smith Building* contains 40 rooms and will accommodate 76 students.

DAVIE HALL—BIOLOGICAL BUILDING

BYNUM GYMNASIUM

The *Battle, Pettigrew,* and *Vance Sections* of the new dormitories contain 72 rooms en suite and will accommodate 108 students, 3 students to the suite.

The *Old East Building* contains 28 rooms and will accommodate 56 students.

The *Old West Building* contains 28 rooms and will accommodate 56 students.

The *South Building* contains 30 rooms and will accommodate 60 students.

The *New East Building* will accommodate 16 students.

The *New West Building* will accommodate 20 students.

Sigma Chi Hall will accommodate 14 students.

Room rent in any of these dormitories is $6 per student (two or three to the room) for the term of six weeks, payable in advance. In making reservations preference will be given to those students who expect to attend the Summer School for the full term.

Rooms in the University dormitories will not be ready for occupancy by the Summer School students until Tuesday noon, June 22.

Reservations Must be Made in Advance

Students desiring rooms in the University buildings must have their reservations made in advance, or the management cannot guarantee to them accommodations. Each application for a reservation should be accompanied by a check for $6 to cover room rent for the term. *Make all checks payable to the University of North Carolina.* Application should be made to the Director of the Summer School prior to June 10th, in order that applicants may be notified before leaving home whether or not their reservations have been made as requested. The University can provide dormitory accommodations for barely more than half of the Summer School students; others have to find accommodations in the village hotels and boarding houses. The management, of course, stands ready to render any assistance it can in the way of helping students of the Summer School to find convenient and comfortable accommodations in the village.

What the Student Must Furnish

Students occupying rooms in the University dormitories must furnish their own bed linen, pillows, towels, etc. Each student

who secures a room in one of these dormitories will be expected to bring with her for her own use the following articles:

1 pillow.
2 pairs of pillow-cases.
2 pairs of sheets (for single bed).
2 counterpanes.
6 towels.

Expenses

The actual expenses of those who room in the College dormitories and board at *Swain Hall* (University Commons), not counting, of course, the cost of transportation, books, and materials, are for the *six weeks* as follows:

Table Board at Swain Hall (six weeks)	$36.00
Room rent in University Dormitories (six weeks)	6.00
Registration fees	10.00
Total (for teachers)	$52.00
Add tuition fee (for others)	5.00
	$57.00

Waiters in Dining Hall

Opportunity will be offered at *Swain Hall* for about 100 young ladies to secure one-half (or possibly all) their table board by waiting on the tables. By taking advantage of this opportunity a young lady by waiting half-time may reduce her expenses by $18.00. By waiting full-time she may reduce her expenses by $36.00. Those wishing to secure these places should send in their applications to the Director promptly. These places will be assigned about June 10th, but applications may be filed at any time.

There are usually a great many more applicants for these places than there are places to be assigned. In order, therefore, to give as many as possible an opportunity to earn a part of their expenses while attending the Summer School, the management this year has decided to assign two girls to each table who will serve on alternate weeks. In some cases it may be possible, after the school opens to assign girls to full-time work. This service requires from 45 minutes to one hour each meal, or a total of about 2½ to 3 hours a day. Those to whom places are assigned in the dining hall will be asked to reach Chapel Hill on

the afternoon train of Monday, June 21, for a conference with the head-waiter in Room No. 4 of Peabody Building at 8:30 p. m.

Books and Materials

Students of the Summer School will be expected to provide themselves with all books and materials required for their individual use in the courses pursued. Most of the texts to be used are announced in connection with the description of the various courses. Students may procure their books before coming to the Summer School, or they may get them here at the Y. M. C. A Book Exchange, or at the Chapel Hill bookstores at the usual market prices.

Those expecting to pursue courses in Primary School Methods or Grammar School Methods or to take advantage of the observation work in the Demonstration School, may save considerable expense by bringing with them such of the State-adopted books as they have at home.

Class-Rooms

The rooms and buildings in which the various classes will meet will be announced on the daily program, a copy of which will be furnished each student on registering.

Chapel Exercises

Chapel exercises will be conducted in Memorial Hall each morning at 10:30 o'clock. At this time there will be a short prayer and song service. The chapel music will be under the direction of Professor Paul John Weaver. All general announcements will be made at chapel, and frequently there will be short addresses on topics of current and general interest.

Schedule

In the Summer School schedule the day is divided into periods as follows:

MORNING HOURS

First Period	8:00 to 8:50
Second Period	8:50 to 9:40
Third Period	9:40 to 10:30
Chapel Period	10:30 to 11:00
Fourth Period	11:00 to 11:50
Fifth Period	11:50 to 12:40
Sixth Period	12:40 to 1:30

AFTERNOON HOURS

First Period	3:20 to 4:10
Second Period	4:10 to 5:00
Third Period	5:00 to 6:00

Classes scheduled to meet five times a week hold their meetings daily from Monday to Friday and do not meet on Saturdays after the opening week.

A few of the classes scheduled for three hours a week meet on Saturday throughout the term.

A daily schedule of recitations showing the hours and places of meeting for the various classes will be given to each student at the time of registration.

THE Y. W. C. A.

The work of the Young Women's Christian Association will be conducted along the lines initiated last summer. An attempt will be made to include in its program a variety of activities sufficient to meet the needs and desires of the majority of women in attendance at the Summer School.

The program of the Y.W.C.A. will include Bible classes or discussion groups on religious questions, vesper services of the Y. W. C. A., demonstration hours on recreation—leading games, folk dances, etc., special lectures on Social Relationships, Club Leadership, the Work of the Y. W. C. A., etc., and social activities or "good times."

There will be a Y.C.W.A. secretary on the campus not only to conduct the activities of the Y. W. C. A., but to serve as a friend to every student. The Y.W.C.A. building will be the center of all activities of the Association, and the headquarters for all students, whether as a reading room, information bureau, social center, or general utility quarters.

The secretary in charge of the Y.W.C.A. will be Miss Elsie B. Heller of the South Atlantic Field of the Y.W.C.A. Her associate secretary will be named later.

The secretaries wish to enlist the interest and coöperation of all students without which the work of the Y.W.C.A. cannot be a success.

ORANGE COUNTY SUMMER SCHOOL

At the request of the Orange County Board of Education the University will operate a "County Summer School" for those teachers of the county not eligible under the rules of the State Department of Education to enter a "State Summer School." The courses offered in the County Summer School will be planned in accordance with the requirements of the State Board of Examiners and Institute Conductors. Those attending the County Summer School will be entitled to all the privileges accorded regular students in other departments of the University Summer School, and they will be subject to the same rules and regulations. A limited number of teachers from other counties may be admitted to the Orange County Summer School on the recommendation of their superintendents. This school will be conducted in the Chapel Hill Graded School building. It will be under the direction of Dr. Edgar W. Knight. A separate bulletin (*Summer School Bulletin No. 6*) gives the list of instructors in the County Summer School and describes the work in some detail. This will be sent upon request to any one interested in seeing it.

PART II.—DEPARTMENTS OF INSTRUCTION

The letter s, meaning summer, is prefixed to the numbers of courses to distinguish them from the numbers employed in the annual catalogue to designate the courses of the regular college year.

Courses numbered from s 1 to s 10 inclusive (except Chemistry s 1) count only for normal credit, such credit being indicated by the letter N.

Courses counting for college or university credit begin their numbering in each department with s 11. The letter C indicates that a course is of college grade and may be counted towards the bachelor's degree; the abbreviation Grad. indicates that a course so marked is of graduate grade and may be counted as a major towards the master's degree. One Summer School hour is counted as one-half a course for a term (quarter) of the regular session.

In most courses, it will be observed, the hours have not been scheduled. A daily schedule of recitations showing the hours and places of meeting will be given to each student on registering. Ask for this before you register.

Any changes in courses as announced will be published in a *Supplementary Announcement* prior to the opening of the Summer School. Ask for a copy of this before you register.

BIOLOGY

s 1. SOCIAL HYGIENE. Credit, 1 hour. N.
MR. HUNTER. *Five hours a week.*

This course will discuss sociological conditions with which modern biological and medical science are interwoven. It includes a study of the part played by environmental factors in health and disease; industrial and occupational hygiene; communial hygiene; the relation of communial, state, and governmental agencies to human welfare; the war and social disease; sex hygiene, individual and communial; the need for individual action and co-operation with governmental agencies; how the college man and woman may help.

See also Education s 31, and Zoology s 20, s 21, and s 22.

CHEMISTRY

s A. HOUSEHOLD CHEMISTRY. Credit, ½ course. N.
MR. BELL AND MR. WHEELER. *Three hours a week.*

An introductory course for students of home economics. Chemical problems which meet every housekeeper will be discussed. A treatment of some of the fundamental principles of chemistry will be followed by their application to fuels, water, foods, and textiles. Reference book: Snell—*Elementary Household Chemistry.*

s 1. GENERAL DESCRIPTIVE CHEMISTRY. Credit, 1 course. C.
MR. BELL. *Fourteen hours a week.*

A study of the non-metallic elements and their compounds. This course is equivalent to the University course Chemistry 1. Daily lectures and weekly quiz. Laboratory work seven hours a week. Laboratory fee, $3.00.

s 31. QUALITATIVE ANALYSIS. Credit, 1 course. C.
MR. WHEELER. June 24-July 13. *Six hours daily.*

Lectures and laboratory work, including considerable practice with unknown mixtures. This course is the equivalent of Chemistry 31 in the University. Laboratory fee, $7.50.

s 44. QUANTITATIVE ANALYSIS. Credit, 1 course. C.
MR. BELL. July 14-August 5. *Four hours daily.*

A brief course in both gravimetric and volumetric methods of analysis. This course is the equivalent of Chemistry 44 in the University. Laboratory fee, $5.00.

s 70. ORGANIC CHEMISTRY. Credit course. C.
MR. WHEELER. *Fourteen hours a week.*

A course in elementary organic chemistry, covering only the aliphatic series. Lectures daily and three laboratory periods weekly. This course will give sufficient credit for entrance to Medical Schools. Laboratory fee, $6.00.

s 50. RESEARCH IN CHEMISTRY. Credit course. C. or Grad.
MR. BELL, MR. VENABLE, MR. WHEELER. *Daily.*

This course is offered to those advanced students who wish to continue their research studies in organic, inorganic or physical chemistry. The laboratory fee varies with the nature of the work.

s 63. THE IDENTIFICATION OF PURE ORGANIC COMPOUNDS.
MR. WHEELER.

Laboratory work. Laboratory fee, $5.00.

DRAWING

The courses in Drawing are planned with a view to giving teachers the knowledge and skill necessary to the teaching of school arts in rural and city schools. Plans by which the acquired knowledge can be adapted to the needs of different grades, and methods of presenting lessons in each grade will be carefully discussed and taught. The state-adopted course in drawing will be the basis of instruction though the work will not be confined wholly to this.

s 1. PRIMARY DIVISION. Credit, 1 hour. N.
MR. BLAIR AND MRS. SEASE. *Five hours a week.*

This course is designed for the first, second, and third grades. Its aim will be to give the student an acquaintance with the art ele-

ments and principles; suitability of various mediums (as crayola, cut paper, brush and ink, and water color) for the lower grades. Different methods of teaching such subjects as flowers, birds and animals, still life, lettering, illustration and simple construction problems in the lower grades.

SECTION I— 9:40—Mrs. Sease.
SECTION II—11:50—Mr. Blair.

s 2. GRAMMAR DIVISION. Credit, 1 hour. N.
MR. BLAIR AND MRS. SEASE. *Five hours a week.*

This course is designed for teachers of the fourth, fifth, sixth, and seventh grades.

SECTION I— 8:50—Mr. Blair.
SECTION II—11:00—Mrs. Sease.

s 3. ADVANCED DIVISION. Credit, 1 hour. N.
MR. BLAIR. *Five hours a week.*

This course is designed for former students who have attained the required degree of proficiency to pursue it with profit, and for supervisors of drawing.

ECONOMICS

s 11. GENERAL ECONOMICS. Credit, 1 hour. C.
MR. CARROLL. *Five hours a week.*

This course covers the same ground as Economics I in the regular session, and is planned to give an understanding of the general principles underlying our complicated industrial life. An analysis is made of consumption, production and distribution. The forces which operate in markets to determine value and prices are studied, together with the principles involved in the regulation of prices.

s 12. ECONOMIC PROBLEMS. Credit, 1 hour. C.
MR. CARROLL. *Five hours a week.*

The subject matter is the same as that of Economics 2 in the regular session. A brief introduction is given to money, credit and banking; monopoly and business combinations; transportation; labor problems; and socialism. The object will be to give the student an understanding of the fundamental aspects of these subjects, sufficient for a comprehensive, well-organized basis for independent constructive thinking, or an adequate foundation for advanced study in the field of economics and industry. Prerequisite or co-requisite Economics I.

s 16. THEORIES OF ECONOMIC REFORM. Credit, 1 hour. C.
MR. CARROLL. *Five hours a week.*

The object in this course will be to examine critically the most prominent of the current proposals of economic reform, such as socialism, Bolshevism, the single tax, profit sharing and labor co-

partnership, and industrial democracy. This course may be taken by those who wish neither college nor graduate credit.

EDUCATION

s 1. GENERAL METHODS IN PRIMARY SCHOOL SUBJECTS.

Credit, each section, 1 hour. N.
Each section, five hours a week

This course will be given in three sections, as indicated below. The work of all three sections comprises a study of the subjects taught in the primary grades (1, 2, and 3). The content of the subjects, as well as methods of teaching them, will be given attention. The work will, however, be varied in each section to meet the needs of the students for whom the section is intended. Students should consult the Committee on Registration before deciding which of the sections to enter.

SECTION I. MISS FIELD.

This section is intended for teachers who have had little or no professional training. The work will be of an elementary nature. The subject matter for each grade will be outlined and effective methods for presenting the material will be given. The course will be developed in connection with observation in the Demonstration School.

SECTION II. MISS FIELD.

This section is intended for teachers in *country* schools who have had such professional training as is to be gained in teachers' training schools, educational courses in normal schools or colleges, etc. This course will deal with methods of teaching various subjects in the primary grades, types of lessons; supplementary material; critical study of State adopted books; standards for each grade required by State course of study. Lectures, readings, observations, discussions.

SECTION III. MISS FIELD.

This section is intended primarily for high school graduates without experience and without professional training who are preparing to teach in the country schools. The work will be of an elementary nature. The subject matter for each grade will be outlined and effective methods for presenting the material will be given. The course will be developed in connection with observation in the Demonstration School.

s 2. SPECIAL METHODS AND REVIEW COURSES IN PRIMARY SCHOOL SUBJECTS.

NOTE:—See under the following departments:

ENGLISH, GEOGRAPHY, HISTORY, MATHEMATICS, AND OTHER COURSES LISTED UNDER THE HEAD OF EDUCATION BELOW.

SMITH BUILDING—DORMITORY

s 3. GENERAL METHODS IN GRAMMAR SCHOOL SUBJECTS.
MR. PUSEY. Credit, each section, 1 hour. N.
Each section, five hours a week.

This course will follow Educational Bulletin VIII, *An Outline Course of Study for the Elementary Schools, Grades 4-7,* inclusive. The State-adopted text-books will be used. The study of methods will be based upon Rapeer's *How to Teach Elementary School Subjects,* and Leiper's *Language Work in Elementary Schools.* Observation in Demonstration School will be required. Parallel reading required.

s 4. SPECIAL METHODS AND REVIEW COURSES IN GRAMMAR SCHOOL SUBJECTS.

NOTE:—See under the following departments:

ENGLISH, GEOGRAPHY, HISTORY, MATHEMATICS, AND OTHER COURSES LISTED UNDER THE HEAD OF EDUCATION BELOW.

s 5. CHILD PSYCHOLOGY. Credit, 1 hour. N.
MR. STUART NOBLE. *Five hours a week.*

See Education s 24. Those who do not desire college credit for this course will register for it as Education 55.

s 6. STORY TELLING. Credit, each section, 1 hour. N.
MISS MASSELING. *Each section, five hours a week.*

The courses in this subject include a study of children's literature, lectures and instruction in the art of story telling, the use of the story in education, the selection and adaptation of stories and their correlation with other educational subjects. The work embraces intensive study in types of fairy and folk tales, myths, fables, nature stories, humorous tales, rhymes and poems for children, hero and patriotic stories, Bible stories, and the great national epics and their uses. Parallel readings will be assigned and much practice given in dramatizing and telling stories and correlating them with the formal work of the class room. Suggestive lists of stories for different grades have been prepared, and programs for special occasions have been arranged. This course will be taught in two general sections for primary and grammar grade teachers, with a special class for supervisors.

SECTION I. Story Telling in Primary Grades.
For teachers of first, second and third grades.

SECTION II. Story Telling in Grammar Grades.
For teachers of fourth, fifth, sixth and seventh grades.

SECTION III. Special class for supervisors.

s 7. PHYSICAL EDUCATION. Credit, each section, 1 hour. N.
DR. LAWSON. *Each section, five hours a week.*

The courses in this subject embrace both formal and informal work. They consist of lectures on hygiene and sanitation and remediable defects of school children; formal drills arranged for graded classes; instruction in physical exercises, tactics, games, folk dancing, and play-ground activities. The active work will be supplemented by assigned readings. This course will be given in two general classes for primary and grammar grade teachers, with a special class for supervisors.

SECTION I. Physical Education in Primary Grades.
For teachers of first, second and third grades.

SECTION II. Physical Education for Grammar Grades.
For teachers of fourth, fifth, sixth and seventh grades.

SECTION III. Special class for supervisors.

s 8. NORTH CAROLINA SCHOOL LAW. Credit, ½ hour. N.
MR. MARROW. *Three hours a week.*

This course is designed to give teachers an elementary knowledge of the North Carolina school law, and thus to enable them to meet the requirements of the State Board of Examiners and Institute Conductors. Those completing the course will be given credit in this subject toward any class of state certificate for which it is required. Lectures and assigned readings.

s 11. PRINCIPLES OF SECONDARY EDUCATION. Credit, 1 hr. C.
MR. CLARK. *Five hours a week.*

This course will deal with the problems of organizing and administering the work in secondary schools. Some attention will be paid to the development of the American high school, with the emphasis placed upon the part played by the high school in developing the American idea of democracy. Inglis' *Principles of Secondary Education* will form the basis of this course.

s 12. HIGH SCHOOL METHODS. Credit, 1 hour. C.
MR. CLARK. *Five hours a week.*

A study of the general methods of teaching best suited to high school pupils and a consideration of the particular aims, methods, and outcomes of each of the various high school subjects. Text, lectures, parallel reading. Colvin's *Introduction to High School Teaching* will be used as the basis of this course.

s 13. CONSTRUCTIVE SUPERVISION. Credit, 1 hour. C.
MR. BROGDEN. *Five hours a week.*

The purpose of this course is to meet the needs of rural school supervisors, supervising principals and superintendents in the super-

vision of classroom instruction. The members of the class are taken to the Demonstration School daily to observe teaching at first hand. They are led to recognize and to formulate basic principles of teaching as exemplified in the actual teaching of the various subjects in the course of study. They are led to reconstruct the teacher's method of procedure, to recognize and to formulate standards of worth by which to judge the quality of the teacher's instruction. Through assigned readings, reports, and discussions the members of the class are brought into intimate acquaintance with some of the best professional literature on methods of teaching.

s 14. TYPES OF TEACHING. Credit, 1 hour. C.
MR. BROGDEN. *Five hours a week.*

In this course the class will observe and study at first hand in the Demonstration School the teaching of the characteristic lesson types, the Inductive, the Drill, the Review, and the lesson for Appreciation. Expert teachers in the Demonstration School will demonstrate the teaching of these lesson types using the subjects of literature, arithmetic and history.

s 15. CLASS MANAGEMENT. Credit, 1 hour. C.
MR. WILLIAMS. *Five hours a week.*

The course will consider the problems incident to the management of the class or grade as distinct from the management of a school. Such matters as lesson planning, discipline, class routine, daily schedules, etc., will be treated in the course. Textbook, lectures, readings, reports: Textbook: Sears—*Classroom Organization and Control.*

s 16. TESTS AND MEASUREMENTS. Credit, 1 hour. C.
MR. WILLIAMS. *Five hours a week.*

An introductory course which will serve to acquaint members of the class with the method of administering, scoring, tabulating and interpreting the results of several of the more commonly-used standard tests and scales for the measurement of classroom products. A brief discussion of intelligence tests, their use and value will be given. Lectures, laboratory work, reports.

s 17. HISTORY OF EDUCATION IN NORTH CAROLINA.
MR. M. C. S. NOBLE. Credit, 1 hour. C.
Five hours per week.

The purpose and development of educational theories in North Carolina as seen in public, private, charity, and church schools. A comparative study of public education in North Carolina and other selected typical states of the American Union. Lectures, discussions, and assigned readings.

s 18. THE HISTORY OF ELEMENTARY EDUCATION.
MR. STUART NOBLE. Credit, 1 hour. C.
Five hours a week.

This course is intended for elementary school teachers of experience and training who desire to get a knowledge of the historic background of the work of the elementary school.

s 19. (See Introductory Psychology s 19.)

s 20. (Not offered in 1920.)

s 21. (See Social Psychology s 21.)

s 22. (Not offered in 1920.)

s 23. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGY OF LEARNING. Credit, 1 hour. C. or Grad.
MR. DASHIELL. *Five hours a week.*

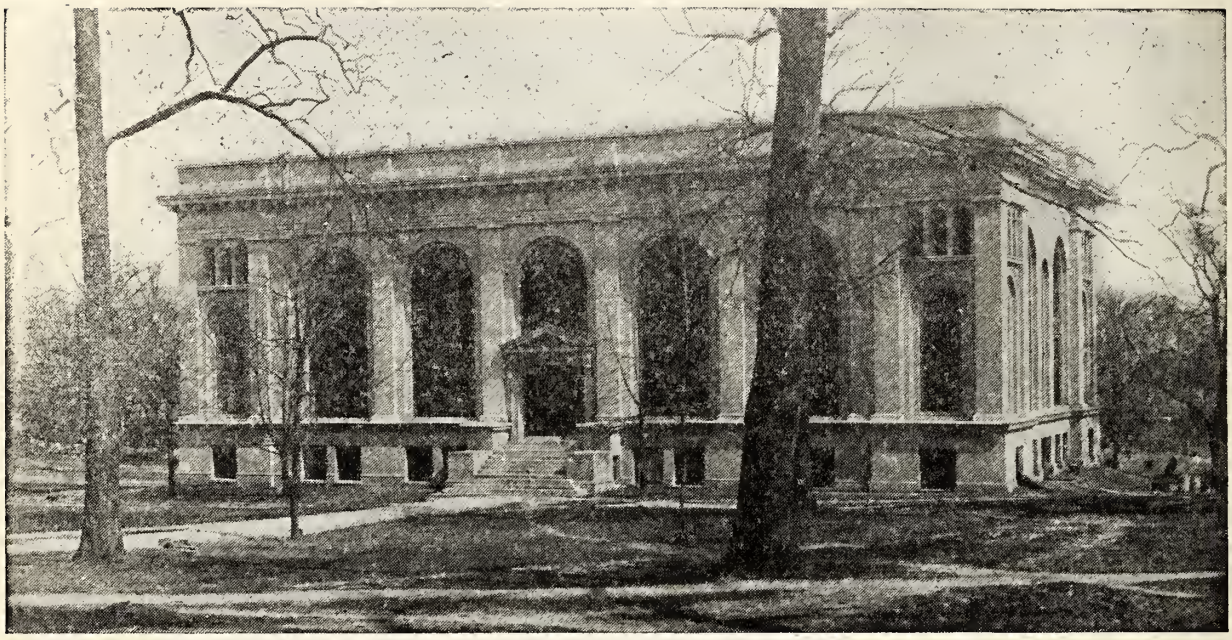
This course will include such particular topics as: the effects of practice and training on original capacities; methods of learning; transfer effects and interference of habits; effects of interests and incentives; individual differences in learning; etc. Prerequisite, Psychology s 19 or its equivalent. (Alternates with s 22.)

s 24. CHILD PSYCHOLOGY. Credit, 1 hour. N. or C.
MR. STUART NOBLE. *Five hours a week.*

The physical, mental, social and moral development of the child; the stages of growth, point of view and reactions of the child; the instincts, play, imitations, constructiveness, acquisitiveness, etc., and their full significance in choosing subject-matter and methods for primary grades; arrested development; psychology of individual differences in children to reveal how education is conditioned upon the stages of individual development; flexible grading; backward and exceptional children; child study for parents and teachers; theories and methods of some of the great leaders in child study. Textbook (part time): Kirkpatrick's *Fundamentals of Child Study.*

s 25. THE JUNIOR HIGH SCHOOL. Credit, 1 hour. C.
MR. CLARK. *Five hours a week.*

An analytical study of the theory and practice of the junior high school. This course will include an examination of the arguments for and against the junior high school movement; aims, essentials, and purposes; organization, curriculum, buildings and equipment; vocational and educational guidance, and other phases of the movement. The theory of these points will be based upon the writings of the leaders in the movement; the courses of study and reports of schools having this type of school, together with other literature on the subject, will be carefully examined and will be used to show the tendency in current practice.



CHEMISTRY HALL

SMITH HALL—LAW BUILDING

s 29. PUBLIC SCHOOL EDUCATION IN THE SOUTH.
MR. KNIGHT. Credit, 1 hour. C.
Five hours a week.

This course furnishes a historical survey of public school education in the Southern States with special attention to its more recent development in organization, administration, and supervision. Attention will also be given to a study of the educational reorganizations needed for the proper solution of present-day rural life problems. Text-book, lectures, investigations, and reports.

s 30. RURAL SCHOOL ORGANIZATION AND ADMINISTRATION. Credit, 1 hour. C.
MR. KNIGHT. *Five hours a week.*

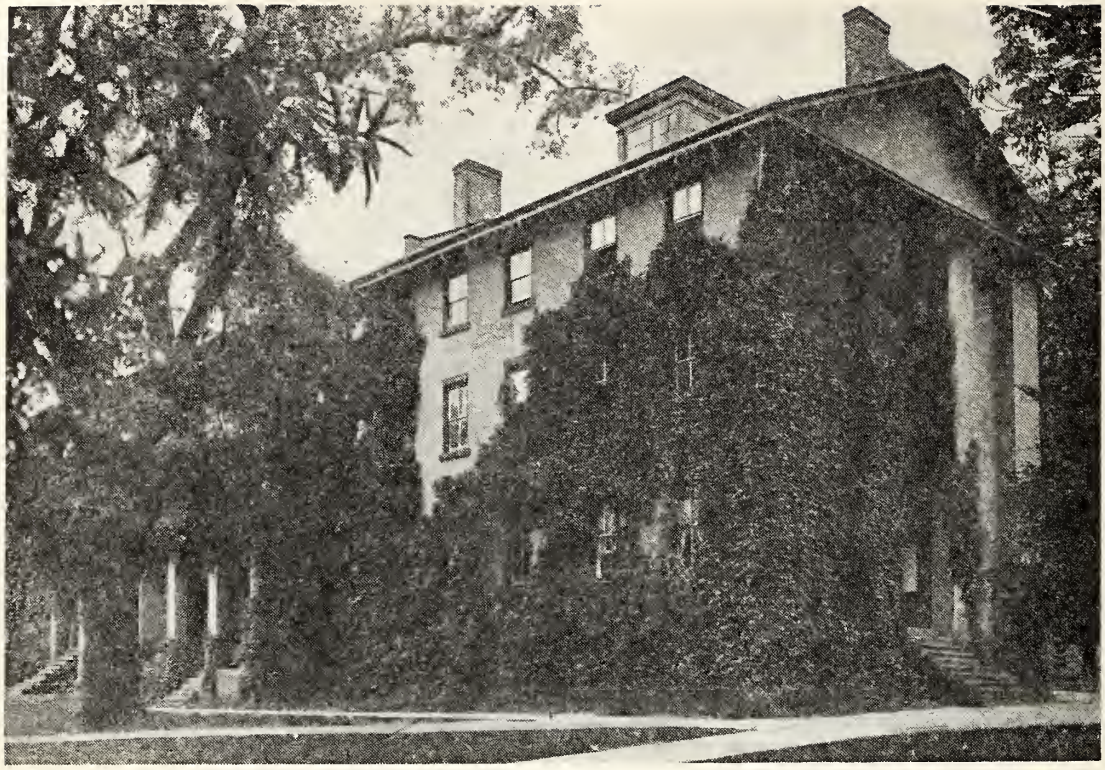
This course is planned to meet the needs of students preparing to become rural school teachers, principals, supervisors, and superintendents. It will give consideration to the organization, administration, and supervision of rural school education in the United States, with especial emphasis on the present condition in the South. The county as the unit of administration and support, federal aid and a national program for rural educational work, the application of the principles, agencies, and methods of supervision to the rural school will be studied. Text-book, lectures, special investigations and reports.

s 31. THE TEACHING OF GENERAL SCIENCE AND BIOLOGY IN THE HIGH SCHOOL. Credit, 1 hour. C.
MR. HUNTER. *Five hours a week.*

The course will deal with the general science course as a type of reorganized science; its purposes, content, and organization; demonstration exercises, particularly in biology, for use in classroom, laboratory, and local environment; the use of representative general science topics in individual teaching situations; the general nature, content, and particular methods of general science courses in progressive high schools; particular attention will be given to biology as a high school subject. Inspection trips will be made as time permits.

s 32. SCHOOL MANAGEMENT. Credit, 1 hour. C.
MR. PUSEY. *Five hours a week.*

This course is designed primarily for principals of city schools, superintendents of town schools, and for teachers who wish to fit themselves for such positions. The emphasis will be laid on methods of inspecting, directing, and evaluating classroom work; the principal's relation to the pupils, teachers, school authorities, and the public. Perry's *The Management of a City School, Revised,* will be used as the basis of this course.



OLD EAST BUILDING

PEABODY HALL—EDUCATION BUILDING—SUMMER SCHOOL OFFICES

s 33. SUPERVISED STUDY. Credit, 1 hour. C.
MR. PUSEY. *Five hours a week.*

This course will deal with the general principles of supervised study and special methods of supervising the study of various subjects. The following topics will be considered: the conception of the demand for supervised study; individual differences; proper conditions of and hindrances to studying; the organization of supervised study; methods of studying; supervising the study of English, history, civics, mathematics, the sciences, the languages, literature, the fine and practical arts; the effectiveness of supervised study. Hall Quest's *Supervised Study* will be used as the basis of this course.

s 34. PRINCIPLES OF PUBLIC SCHOOL ADMINISTRATION.
MR. WILLIAMS. Credit, 1 hour. C.
Five hours a week.

An introductory course dealing with a consideration of the general principles which underlie the administration of our public schools. Topics like the relation of government to public education, units of school administration, school finance, pupil costs, salary schedules, etc., will be treated. Particular attention will be given to the problems of city and large town superintendencies. Text-book, lectures, investigations, reports. Text-book: Cubberley's *Public School Administration.*

s 35. PROBLEMS IN ADMINISTRATION. Credit, 1 hour. Grad.
MR. WILLIAMS. *Four hours a week.*

An advanced course conducted as a seminar in which some one or more specific problems of school administration will be taken up and treated in considerable detail. It is probable that for this year the problem of schoolhouse construction and equipment will be considered. Lectures, investigations, readings, and reports.

ENGLISH

NOTE:—For courses in English counting for college entrance, see courses offered in the High School Department of the Demonstration School.

s 1. GRAMMAR AND COMPOSITION. Credit, 1 hour. N.
MR. MOFFATT. *Five hours a week.*

A study of the principles of grammar and composition. Text-book assignments, class discussion of the content and method of teaching grammar and composition, and illustrative themes. Text-book: Robbins and Rowe, *Grammar and Composition.*

s 2. LANGUAGE WORK IN THE GRADES. Credit, 1 hour. N.
MISS SHEEHAN. *Five hours a week.*

This course will deal primarily with the types of language work in the elementary grades and the choice of subject matter for the

course of study; incidentally it will deal with the methods of presentation. Lectures, assigned readings, lesson planning, and observation in the Demonstration School.

s 3. LITERATURE IN THE GRADES. Credit, 1 hour. N.
MISS SHEEHAN. *Five hours a week.*

This course will deal primarily with the types of literature in the elementary grades and the choice of subject matter for the course of study; incidentlly it will deal with the methods of presentation. Lectures, assigned readings, lesson planning, and observation in the Demonstration School.

s 4. THE TEACHING OF ENGLISH IN THE GRADES.
MISS SHEEHAN. Credit, 1 hour. N.
Five hours a week.

This course will deal primarily with the methods of teaching English in the elementary grades, including both language and literature. It is designed to supplement and to round out courses s 2 and s 3 above. Lectures, assigned readings, lesson planning, and observation in the Demonstration School.

s 5. DRAMATIZATION FOR CHILDREN. Credit, 1 hour. N.
MISS GRISWOLD. *Five hours a week.*

Intended primarily as a normal course for teachers and designed to demonstrate the effective use of dramatics in the teaching of reading and literature in the elementary grades. The course will include a study of the following: Dramatic story-telling—biblical, classic, fantastic, modern, intimate; plots for impromptu acting—expressional dancing and pantomime; means of molding the literary taste of the child demonstrated by Dickens' Christmas Carol with prologue and chorus.

s 6. DRAMATIC INTERPRETATION AND PLAY PRODUCTION. Credit, 1 hour. N.
MISS GRISWOLD. *Five hours a week.*

Designed primarily for advanced students especially interested in dramatics, and for teachers who have charge of training students in high school plays. Among other things the following will be considered: The selecting and casting of the play; the preparation of the prompt-book, the scenery and costume designs, and the light and property plots; the publicity and business management of the production; practical demonstration of the art of make-up.

s 11. THE TEACHING OF ENGLISH IN THE HIGH SCHOOL.
MR. ROYSTER AND MR. HIBBARD. Credit, 1 hour. C.
Five hours a week. 11:00.

A thorough study of some of the literature required for college entrance from the point of view of the teacher. The aim of the course is to widen the teacher's knowledge of each of the works studied and to furnish suggestions as to the most effective way of presenting them to high school students. The problem of composition teaching in the high school will receive some attention.

s 13. THE COMEDIES OF SHAKESPEARE. Credit, 1 hr. C. or Grad.
MR. KOCH. *Five hours a week. 8:50.*

A study of Shakespeare's conception of comedy as revealed in the plays. All the comedies will be read and *Twelfth Night* and *The Tempest* will be studied intensively. A thesis will be required in this course if counted towards a Master's degree.

s 14. AMERICAN LITERATURE. Credit, 1 hour. C. or Grad.
MR. HIBBARD. *Five hours a week. 11:00.*

A study of American literature, chiefly as representing American social and intellectual ideals. Stress will be placed upon the chief nineteenth century writers, and several of their more important individual works will be read and studied, together with illustrative selections covering the whole period. A thesis will be required in the course if counted toward a Master's degree.

s 15. ENGLISH COMPOSITION. Full course. C.
MR. MOFFATT. *Five hours a week.*

This course will cover the same ground as the required Freshman English. It may be taken by students who have failed previously in English I, or by students who have not yet had it. Text-books, *Freshman English Notebook;* Foerster and Steadman, *Sentences and Thinking;* Foerster, *Chief American Prose Writers;* Law, *Selections from American Poetry;* Webster, *Secondary School Dictionary.*

s 18. THE RISE OF MODERN DEMOCRACY AS REFLECTED IN ENGLISH AND AMERICAN LITERATURE. Credit, 1 hour. C.
MR. MOFFAT. *Five hours a week.*

This course deals with English political and social ideals as expressed in English and American literature from the time of Jefferson and Burns. The course is adapted to the needs of club leaders who expect to use the program "Our Heritage" issued by the Division of Extension of the University.

s 19. NEWS WRITING. Credit, 1 hour. C.
MR. HIBBARD. *Five hours a week.*

A brief survey of the various types of newspaper stories together with some of the essentials of news editing. Daily papers will be

studied in class and practice in the actual writing of news will be given. The course is especially designed for secondary school teachers who may wish to make use of journalistic forms in connection with theme work.

s 20. CHAUCER. Credit, 1 hour. C. or Grad.
MR. ROYSTER. *Five hours a week. 11:50.*

Reading of the Prologue and selected *Canterbury Tales,* with some of the minor poems. Emphasis will be placed upon the reading of Chaucer as poetry, and upon an understanding of the poet as a man, a master of narrative, and a representative of his age, socially and intellectually. No knowledge of Anglo-Saxon or Middle English is required. (Open to graduates and to senior students.)

s 26. PLAY-WRITING. Credit, 1 hour. C. or Grad.
MR. KOCH. *Five hours a week. 9:40.*

A practical course in play-making designed for teachers as well as for students interested in the technique of play-writing. The method is frankly experimental. North Carolina folk materials will be utilized, and the one-act form will be the working basis of the course. The essentials of stagecraft—scenery, lighting, settings, costumes, make-up—as applied to school performances, will be illustrated by the presentation of a group of original folk plays by the Carolina Playmakers in The Play-House of Chapel Hill.

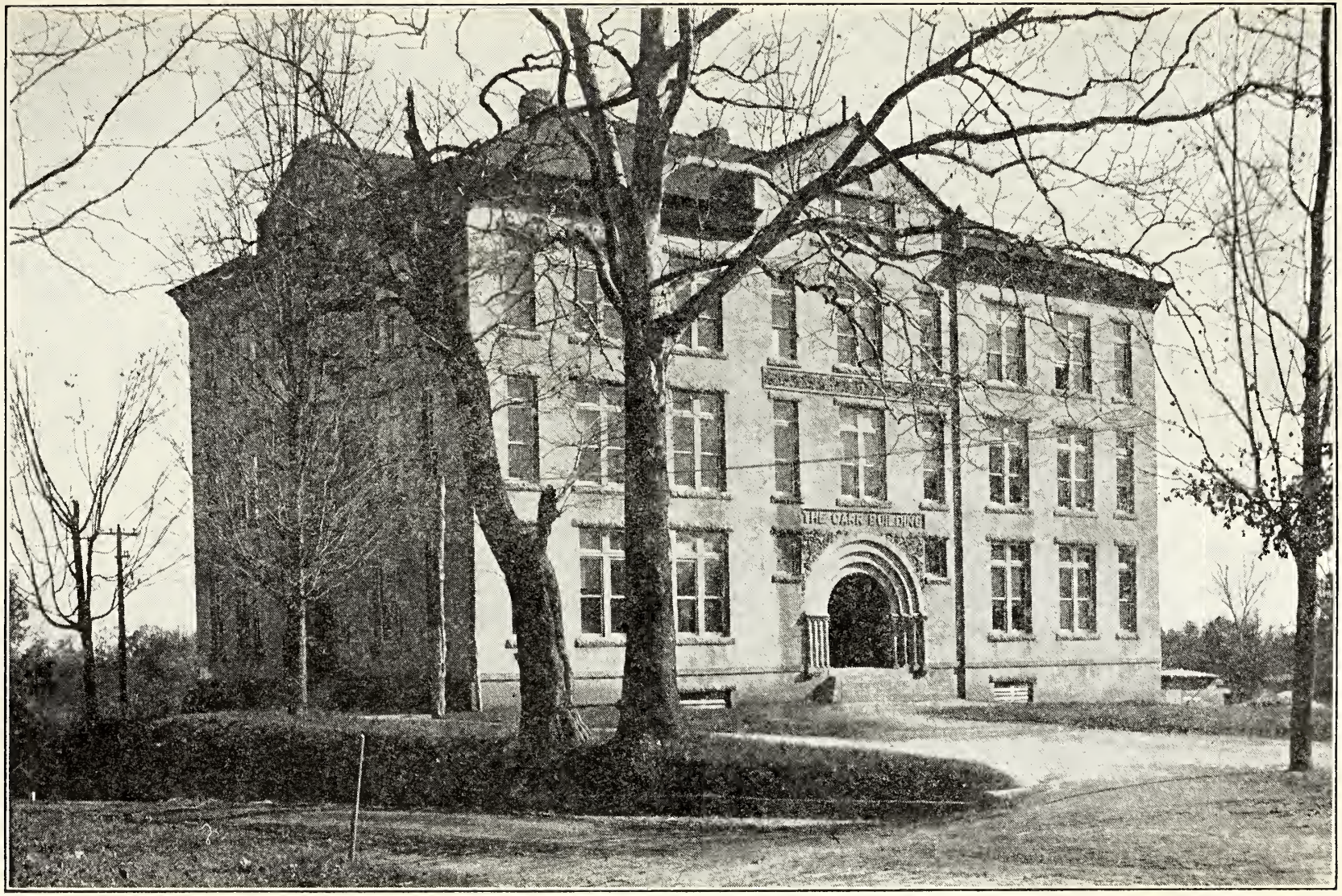
s 28. TENENCIES IN RECENT ENGLISH AND AMERICAN POETRY. Credit, 1 hour. C. or N.
MR. ROYSTER. *Five hours a week.*

A study of authors and verse in the present notable revival of interest in poetry as an art and as expressions of life. The basis of the reading will be *The New Poetry* (Monroe-Henderson), published by The Macmillan Company, but other useful books for supplementary works are Williams, *Modern English Writers* (Knopf, 1919); Untemeyer, *The New Era in American Poetry* (Holt, 1919); and Amy Lowell, *Tendencies in Modern American Poetry* (Macmillan, 1917).

FRENCH

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. HUTCHINGS. *Five hours a week, 9:40.*

This course is intended for those who have not previously studied French. It begins with a study of the essentials of French grammar, and the writings of simple English into French. Special stress is placed upon the acquisition of good pronunciation. The course corresponds as nearly as possible to French 1, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in French. Text-



CARR BUILDING—DORMITORY

books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.) or Moore and Allin, *Elements of French* (Scott, Foresman & Co.); Aldrich and Foster, *French Reader* (Ginn & Co.).

s 2. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. HUTCHINGS. *Five hours a week. 8:50.*

Continuation of Course s 1. The study of the principles of French grammar is continued, and also the writing of English into French. The reading of modern French prose. This course corresponds as nearly as possible to French 2, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in French. Text-books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.); Aldrich and Foster, *French Reader* (Ginn & Co.); Monvert, *La Belle France* (Allyn & Bacon); Labiche, *Le Voyage de M. Perrichon* (Henry Holt & Co.).

s 11. ADVANCED COURSE. Credit, 1 hour. C.
MR. STAAB. *Five hours a week. 11:00.*

This course presupposes one year's successful study of College French. It will include a review of the principles of French grammar, with practical composition, and the reading of modern French literature. Pronunciation and dictation will receive especial attention. The course corresponds as nearly as possible to French 3, as announced in the University catalogue, and when successfully pursued it will be accepted as part credit for that course. Text-books: Fraser and Squair—*Shorter French Course* (D. C. Heath & Co.), and other texts.

s 12. ADVANCED COURSE. Credit, 1 hour. C.
MR. HUTCHINGS. *Five hours a week. 11:50.*

Continuation of Course s 11. The study of the principles of French grammar, with composition and dictation, will be continued, and also the reading of modern French literature. This course corresponds as nearly as possible to French 4, as announced in the University catalogue, and when successfully pursued it will be accepted as part credit for that course. Text-books: Fraser and Squair, *Shorter French Course* (D. C. Heath & Co.), and other texts.

s 13. THE TEACHING OF FRENCH IN THE HIGH SCHOOL.
MR. WATERHOUSE. Credit, 1 hour. C.
Five hours a week. 11:00.

This course consists of a study of the French vowel and consonant sounds, by means of the phonetic method, and selections of French prose are written in phonetic transcription. An attempt is made, by frequent dictation, to train the ear to recognize French sounds. Discussion of teachers' problems. Outside reading with written tests.

Text-books: Nitze and Wilkins, *A Handbook of French Phonetics* (Henry Holt & Co.), and other texts.

s 14. FRENCH CONVERSATION AND COMPOSITION.
MR. WATERHOUSE. Credit, 1 hour. C.
Five hours a week. 9:40.

The object of this course is to give an opportunity of hearing idiomatic French spoken and of acquiring facility in the use of the language. Topics of general interest discussed; practice also in writing French. This course is open to those who have passed French 3-4 of the University curriculum or French s 11 and French s 12 with a grade not lower than 3.

GEOLOGY AND GEOGRAPHY

s 1. ELEMENTARY GEOGRAPHY.
MISS CARNEY.

A review course in geography, with special attention to local or home geography and projects suitable for primary and intermediate grades. Incidental discussion of methods of teaching geography.

s 2. THE TEACHING OF GEOGRAPHY. Credit, 1 hour. N.
MR. M. C. S. NOBLE. *Five hours a week.*

This is a course in the teaching of geography in the grammar grades. One purpose of the course will be to show how to observe the influence of geographic laws while teaching local, state and national geography. Special attention will be given to the collection of material for use in reinforcing the subject-matter of the text-books. Lectures, assigned work, parallel readings, the preparation of lesson plans, etc.

s 11. INTRODUCTORY GEOLOGY. Credit, 1½ hours. C.
MR. COBB. *Lectures five hours a week.*

Materials of the earth and the agencies affecting them; processes and their results as a key to the interpretation of the earth's history, with special reference to that of North Carolina. The origin, classification, conservation, and uses of the economic minerals, rocks, soils, etc., of the State and their importance to man. Field and laboratory work. Text-book: Cleland, *Introductory Geology*. Laboratory fee, $1.00.

s 12. ELEMENTARY MINERALOGY. Credit, 1½ hours. C.
MR. RANDOLPH. *Ten hours a week.*

Occurrence, conservation, and uses of the common economic minerals, and rocks; their properties and identification. Field and laboratory work. The equivalent of Geology 3. Laboratory fee, $5.00.

NOTE:—Will be given if applied for by as many as ten students.

s 15. COMMERCIAL AND INDUSTRIAL GEOGRAPHY (WITH SPECIAL REFERENCE TO THE UNITED STATES).
MR. COBB. Credit, 1½ hours. C.
Lectures five hours a week.

This course covers the spring term of Advanced Physiography (Geology 25) as announced in the University catalogue. Illustrated lectures, laboratory work, and excursion trips. It discusses physiographic conditions as they are influencing the development of commerce and industry in the United States. Laboratory fee, $2.00.

s 17. HISTORICAL GEOLOGY. Credit, 1½ hours. C.
MR. RANDOLPH. *Lectures five hours a week.*

Lectures with a study of rocks and fossils. The equivalent of Geology 2. Laboratory fee, $2.00.

NOTE—Will be given if applied for by as many as ten students.

s 18. THE TEACHING OF GEOGRAPHY IN THE HIGH SCHOOL.
MR. COBB. Credit, 1 hour. C.
Five hours a week.

This course will be devoted to methods of teaching American geography. Map-making and the use of maps, modeling in clay and the use of the sand-board in making relief maps, photographs and lantern slides, geographic influences in commerce and industry, methods of note-taking, the study of neighborhood geography, will be included in the discussion. Illustrated lectures, laboratory work and field work, text-books, reports and readings.

NOTE:—LECTURES ON GENERAL LATIN AMERICA.

A series of five illustrated lectures by Mr. Cobb is offered to the geography classes on *The Geography of Latin America.*

s 54. ADVANCED GEOLOGICAL FIELD WORK.
MR. COBB, MR. PROUTY, AND MR. RANDOLPH. Credit, 1½ hours. C.
Six days a week.

This course consists of six weeks of intensive field work in a small area and the working out of the geology of the region. The equivalent of Geology 54.

GERMAN

Each of the German courses outlined comprises the work of one-half of the corresponding college courses as given in one quarter. It is often desirable to complete by concentrated study the work of a whole quarter in a given course, and the Advisory Committee on Administration reserves the right on consultation with the German Department to make such an extension of hours in a given course as will permit the completion of a full quarter's work. To this end the right is also reserved to withdraw any course or courses for which the registration is small.

Students intending to take German courses are requested to inform the Director of the Summer School of this fact in advance.

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. TOY. *Five hours a week.*

This course is intended for those who have no previous acquaintance with the language and for those who are interested in the new methods of teaching beginners. There will be oral practice, and the inflections and the common laws of syntax will be learned practically. The class will make written summaries in German and translate simple German prose. Daily exercises in dictation. This course corresponds in part to one-quarter of German 1 as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German. Text-books: Harris, *German Lessons* (Boston, D. C. Heath & Co.); Guerber, *Märchen und Erzählungen, I* (Boston, D. C. Heath & Co.).

s 2. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. TOY. *Five hours a week.*

Practical exercises in grammar and translation of German prose, with dictation. Oral methods will be used, as far as possible, in continuation of the Course s 1. Text-books: the same as in Course s 1. This course corresponds in part to one quarter of German 2 as scheduled in the University catalogue. When successfully completed it will be accepted as part of the college entrance requirement in German.

s 11. ADVANCED COURSE. Credit, 1 hour. C.
MR. BROWN. *Five hours a week.*

This course presupposes at least one year's successful study of German. There will be a review of important points of grammar, but attention will be directed chiefly to wide reading. Colloquial exercises, composition, and dictation will be a distinct feature of the course. Text-books: Vos, *Essentials of German,* fourth edition (New York, Henry Holt & Co.); selected texts; Chiles, *German Prose Composition* (Boston, Ginn & Co.). This course corresponds in part to one quarter of German 3 as scheduled in the University catalogue. When successfully completed it will be accepted for credit as part of German 3.

s 12. ADVANCED COURSE. Credit, 1 hour. C.
MR. BROWN. *Five hours a week.*

Continuation of the course s 11. There will be a review of important points of grammar not included in the previous course s 11; composition, dictation, and wide reading of German prose. This course corresponds in part to one quarter of German 4 as sched-

THE INFIRMARY

uled in the general catalogue. When successfully completed it will be accepted for credit as part of German 4. Text-books: Vos, *Essentials of German,* fourth edition (New York, Henry Holt & Co.); selected texts.

s 13. GERMAN LITERATURE. Credit, 1 hour. C. or Grad.
MR. TOY. *Five hours a week.*

Lectures on German literature. Reading and interpretation of Schiller's *Wilhelm Tell.* This course corresponds in part to German 22 as scheduled in the general catalogue. When satisfactorily completed, it will be accepted as partial credit.

s 14. GERMAN LITERATURE. Credit, 1 hour. C. or Grad.
MR. BROWN. *Five hours a week.*

German literature in the nineteenth century since Goethe's death. Lectures and reading of representative works. Corresponds in part to the college course German 25. When satisfactorily completed it will be accepted for partial credit.

s 17. THE TEACHING OF GERMAN IN THE HIGH SCHOOL.
MR. TOY. Credit, 1 hour. C.
Five times a week.

This course is offered to supplement the training of teachers of elementary German. There will be given a thorough exposition of the laws of pronunciation and practical illustration of the methods of treating elementary grammar, along with oral exercises and translation of texts adapted to high school work. The direct and other methods will be discussed in daily conferences. The course is not open to beginners.

NOTE—Of the courses s 13 and s 15 only one will be given. The selection of the course to be given will be determined by the demand as shown in the registration.

HISTORY

NOTE:—For courses in History counting for college entrance, see courses offered in the High School Department of the Demonstration School.

s 1. A REVIEW COURSE IN HISTORY. Credit, 1 hour. N.
MISS CARNEY. *Five hours a week.*

A review course in American history, with special emphasis on the economic development of the country. Incidental discussion of methods in teaching history in primary and intermediate grades.

s 2. THE TEACHING OF HISTORY IN THE GRADES.
MISS CARNEY. Credit, 1 hour. N.
Five hours a week.

This course will deal primarily with the methods of teaching history in the elementary grades, and secondarily with the choice of subject

matter for the course of study. Lectures, assigned readings, lesson plans, and observation in the Demonstration School.

s 16. MODERN EUROPE. Credit, 1 hour. C. or Grad.
MR. FOX. *Five hours a week.*

A general course covering the history of Europe from the Congress of Vienna (1815) to the present time. Text-book: Hazen's *Europe Since 1815.*

s 17. CONTEMPORARY UNITED STATES HISTORY.
MR. FOX. Credit, 1 hour. C.
Five hours a week.

A survey of development since 1876, with special reference to the rise of industrialism and the problems, sectional changes, political parties, political and constitutional reforms, and foreign relations within this period. Lectures, assigned readings, and reports.

s 26. THE TEACHING OF HISTORY IN THE HIGH SCHOOL.
MR. PIERSON. Credit, 1 hour. C.
Five hours a week.

This course in 1920 will be devoted chiefly to the study of methods of teaching Ancient history. Such topics will be considered as the use of maps; high school libraries and reference reading; sources and documents; methods of note-taking; the value of Ancient history. The discussion of these and other related topics will be based upon illustrations taken from Ancient history. Lectures, text-books, reports, and readings.

NOTE:—In 1921, American history will be the basis of the course.

s 27. COMPARATIVE GOVERNMENT. Credit, 1 hour. C.
MR. PIERSON. *Five hours a week.*

A study will be made in this course of the government and the institutions of democracy in Great Britain, the United States, and France; and attention will be given to the political changes affected by the war. Lectures, text-books, and readings.

s 29. MODERN IMPERIALISM AND WORLD POLITICS.
MR. PIERSON. Credit, 1 hour. C. or Grad.
Five hours a week.

A general course in which there will be treated the influence of imperialism upon international relations. The course will include a study of the expansion of Europe since 1870; the imperial systems of Great Britain, France, Germany, and Italy; the United States and Japan as world powers; economic factors in imperialism; and the provisions and probable effects of the Peace Treaty. Lectures and readings.

s 30. To be announced. See Bulletin No. 7. Credit, 1 hour. C.
MR. FOX. *Five hours a week.*

HOME ECONOMICS

s 1. RED CROSS COURSE IN DIETICS; AND CHILD NUTRITION. Credit, 1 hour. N.
Five hours a week.

The first half of this course will follow the course in Dietetics outlined by the American Red Cross; the second half of the course will deal specifically with the problems of child nutrition. Lectures, laboratory, assigned readings.

s 2. ELEMENTARY COURSE IN COOKING. Credit, 1 hour. N.
MISS RENTCHLER. *Five hours a week.*

This is an elementary course planned primarily for rural teachers. The work in cooking includes a study of the general food principles and their place in the diet; the relation of the food principles to the digestion; the correlation of cooking with other studies in the rural school curriculum; working out the noonday lunch as a practical time for giving lessons in the rural school. Laboratory fee, $1.00.

s 3. DOMESTIC ART. Credit, 1 hour. N.
MISS RENTCHLER AND MRS. SEASE. *Five hours a week.*

Elementary clothing and handwork; practice in the use of the sewing machine and its attachments; hand- and machine-sewing applied to undergarments; darning, patching, and simple embroidery. Students provide materials.

s 4. RED CROSS COURSE IN HOME NURSING. Credit, 1 hour. N.
MISS GILTNER. *Five hours a week.*

This course in Home Hygiene and Care of the Sick is planned by the American Red Cross, and it will be conducted in strict accordance with the requirements of the Red Cross officials by an instructor selected by these officials.

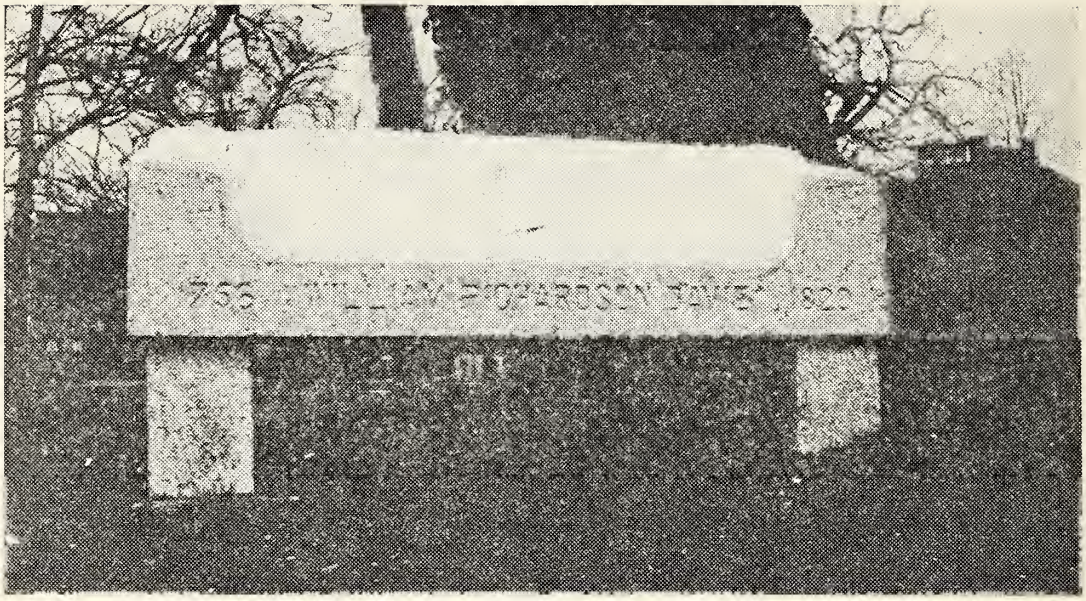
NOTE:—For courses in *Household Chemistry,* see Chemistry A.

LATIN

NOTE:—For courses in Latin counting for college entrance, see courses offered in the High School Department of the Demonstration School.

s 1. ELEMENTARY LATIN: A REVIEW COURSE.
MR. HENRY. Credit, 1 hour. N.

This course comprises a review of forms and syntactical constructions; selected portions of Caesar's *Gallic War* will be carefully



WILLIAM RICHARDSON DAVIE MEMORIAL

SOUTH BUILDING AND WELL

studied with especial attention to word order and syntax; some time will be spent on discussion of Roman politics in Caesar's day.

s 4. VERGIL: A REVIEW COURSE. Credit, 1 hour. N.
MR. HENRY. *Five hours a week.*

The first six books of the *Aeneid.* This course aims to meet the needs of the high school teacher who wishes to become more familiar with the structure and technique of the *Aeneid,* as well as to gain greater ease in translation.

s 11. THE TEACHING OF LATIN IN THE HIGH SCHOOL.
MR. HOWE. Credit, 1 hour. C.
Five hours a week.

A course for teachers, based on the authors usually taught in the high school. The topics to be discussed will include: assignment of lessons, grammar, translation, vocabulary, use of outside material in the interpretation of the text, methods of recitation, etc.; lectures, assigned readings; reports and discussions. Text-books: Any standard editions of *Caesar, Cicero,* and *Vergil.*

s 15. SEMINAR COURSE. Credit, 1 hour. C. or Grad.
MR. HOWE. *Five hours a week.*

The subject to be studied will be selected at the first meeting of the class. The selection is postponed until that time in order to meet the exact needs of the students who apply for it. Suggested topics are: Cicero's works apart from the orations; epistolary litterature; satire; elegy, etc. Lectures and readings.

s 16. CLASSICAL DRAMA. Credit, 1 hour. C.
Not offered in 1920.

s 17. LATIN PROSE LITERATURE. Credit, 1 hour. C.
Five hours a week.

This course is concerned mainly with the study of the epistolary and historical literature; reading of selected letters from Cicero and Pliny and of passages from Livy, Tacitus and other historians.

LIBRARY SCIENCE

s 11. THE USE OF BOOKS. Credit, 1 hour. C. or Grad.
MR. WILSON. *Five hours a week.*

A course for college students, teachers, and librarians on the use of books. Instruction is given as to the kind of information specific reference books, dictionaries, and encyclopaedias contain. Special emphasis is laid on methods of finding material for use in the preparation of themes, essays, debates, orations and of assisting others in finding material in school or public libraries for school use. Practice at the reference desk of the University library and the preparation of an extension list of reading on some subject to be assigned will be required. Lectures, assigned readings, text-book.

MATHEMATICS

s 3. GEOMETRY FOR TEACHERS. Credit, 1 hour. N.
MR. HOBBS. *Five hours a week.*

The purpose of this course is to give teachers an opportunity to gain a wider knowledge of the field of Euclidian geometry than is possible in our high school classes. It will consist in a brief review of the methods of elementary geometry followed by an introduction to projective geometry. No preparation is presupposed beyond the usual high school courses in plane and solid geometry.

s 4. SOLID GEOMETRY. Credit, 1 hour. E. or N.
MR. WINSOR. *Five hours a week.*

A regular course in solid geometry with emphasis upon applications. Text: *Solid Geometry,* Palmer and Taylor.

s 11. COLLEGE ALGEBRA. Credit, 1 hour, N. or C.
MR. WINSOR. *Five hours a week.*

A course in algebra from the point of view of functions, including a study of the number system of algebra, the fundamental operations, progressions, functions of first, second and higher degrees; also exponential and logarithmic functions and determinants. If a sufficient number desire it this course will be given as a double course in order that it may be the equivalent of Mathematics 1 in the University catalogue.

s 13. PLANE TRIGONOMETRY. Credit, 1 hour. C.
MR. HOBBS. *Five hours a week.*

In order to make this course the equivalent of the course in trigonometry given in the University (Mathematics 2) the daily assignments will be twice as long as those given in that course, hence it must be considered as the equivalent of two Summer School courses.

s 15. THE TEACHING OF MATHEMATICS IN THE HIGH SCHOOL. Credit, 1 hour. C.
MR. HOBBS. *Five hours a week.*

For the first four weeks the class will make an outline and arrange the material for a text-book in algebra which might be used in the high school. The last two weeks will be spent in a study of the teaching of geometry in England, Germany and France, and a discussion of the work done by the committee on mathematical requirements.

s 16. ANALYTIC GEOMETRY. Credit, 1 hour. C.
MR. HOBBS. *Five hours a week.*

This course is offered primarily for teachers of high school mathematics. The aim of the work is to co-ordinate algebra and geom-

etry. Intelligent teaching of graphical algebra requires a knowledge of the work outlined in this course. The work will consist in the study of the co-ordinates, equations of loci, the straight line, the conic sections, and other curves. Text: Smith and Gale, *New Analytic Geometry.*

s 17. DIFFERENTIAL CALCULUS. Credit, 1 hour. C.
MR. WINSOR. *Five hours a week.*

Classifications of functions, theory of limits, differentiation, application of the derivative in geometry, rates, and maxima and minima; series, expansions of functions, computation of logarithmic tables.

NOTE:—Courses s 16 and s 17 will be given provided they are applied for by six or more students.

MUSIC

s 1. PUBLIC SCHOOL MUSIC METHODS. Credit, 1 hour. N.
MR. WEAVER. *Five hours a week.*

For the teachers of music in the grades, especially those who have no assistance from supervisors or special teachers of music. Methods and materials will be outlined and demonstrated covering the work up to the high school.

s 2. COMMUNITY MUSIC. Credit, 1 hour. N.
MR. WEAVER. *Five hours a week.*

For teachers, principals, superintendents and others interested in the community music movement and in correlating the music of the school with the music of the community. The history of the movement will be studied, its possibilities exemplified and methods and materials outlined.

s 3. APPRECIATION OF MUSIC. Credit, 1 hour. N.
MR. WEAVER. *Five hours a week.*

For those who wish to learn how to listen to music with intelligent appreciation. A non-technical course for which no pdevious training or knowledge of the subject is required.

s 4. SIGHT-SINGING AND EAR-TRAINING. Credit, 1 hour. N.
MR. WEAVER. *Five hours a week.*

For those wishing to learn to read vocal music from the printed page. The work of the class will be based on the needs of those who register.

If a sufficient number of students apply, the Department of Music will provide competent instruction in Piano, Voice, and Violin.

In addition to the foregoing courses, Community Sings, the Chorus, and the Orchestra will be conducted under the direction of the Department of Music.

THE SUMMER-SCHOOL CHORUS.

As in preceeding years, a chorus of selected voices will be formed at the beginning of the session which will rehearse daily and will present, with the assistance of soloists, programs during the latter part of the term. The material to be studied will be announced later.

COMMUNITY SINGS.

The entire body of students and faculty and towns-people will join in Community Sings at regular intervals during the session. These sings will be held out-of-doors, and will be of recreational and inspirational character.

THE SUMMER-SCHOOL ORCHESTRA.

All students in the Summer School who play orchestral instruments are urged to bring them to Chapel Hill and to join a summer-school orchestra. Simple material will be studied. This work should be of especial interest to those who are working with school orchestras.

PHYSICS

s 1. ELEMENTARY COURSE. Credit, 1½ hours. E. or N.
MR. SHARP. *Ten hours a week.*

Five recitations and five laboratory periods per week. The course is designed for beginners and for teachers who wish a review of the subject, with some suggestions on teaching and on building apparatus. Millikan and Gale text will be used, and the laboratory manual of Millikan, Gale and Bishop.

NOTE:—A fee of $2.00 will be charged in this course if laboratory work is taken.

s 2. ASTRONOMY. Credit, 1 hour. N.
MR. PATTERSON. *Three times a week, M. W. F.*

A brief course in descriptive astronomy, non-mathematical, including some work with the telescope. Fully illustrated with maps and lantern slides.

s 11. ADVANCED COURSE. Credit, 2 hours. C.
MR. PATTERSON AND MR. SHARP. *Twelve hours a week.*

Mechanics of solids, liquids and gases; sound. Five lectures and seven laboratory hours a week. This course is the equivalent of one term of Physics 1-2 as scheduled in the general catalogue. Textbook: Kimball, *College Physics.*

s 12. ADVANCED COURSE. Credit, 2 hours. C.
MR. PATTERSON AND MR. SHARP. *Fourteen hours a week.*

Heat, light, electricity and magnetism. A continuation of Course s 11. Five lectures and nine laboratory hours a week. This

course is the equivalent of the second term of Physics 1-2 as scheduled in the general catalogue.

NOTE:—A fee of $2.50 will be charged in each course if laboratory work is taken.

PSYCHOLOGY

NOTE:—Courses s 20 to s 28 inclusive (except s 24) may each be taken for graduate credit by special arrangement of work with the instructor.

s 19. INTRODUCTORY PSYCHOLOGY. Credit, 1 hour. C.
MR. DASHIELL. *Five hours a week.*

A scientific study of human nature from the point of view of a modified behaviorism. Man is studied as a living organism, showing original and acquired tendencies that are subject to increasingly efficient conscious self-control, leading up to the development of a personality. This course, or its equivalent, is prerequisite to courses s 20, s 21, s 22, and s 23.

s 20. PSYCHOLOGY OF CHILDHOOD AND ADOLESCENCE.
Credit, 1 hour. C. or Grad.

Not offered in 1920.

s 21. SOCIAL PSYCHOLOGY. Credit, 1 hour. C. or Grad.
MR. DASHIELL. *Five hours a week.*

A brief survey of the subject from two different points of view: analysis of the special factors in individual mentality, as in the development of Self; and analysis of the psychological factors involved in group phenomena. Attention also to be given to individual differences, leadership, race psychology, etc. Prerequisite, Psychology s 19 or its equivalent. (Alternates with s 20.)

s 22. EDUCATIONAL PSYCHOLOGY: GENERAL.
Credit, 1 hour. C. or Grad.

Not offered in 1920.

s 23. EDUCATIONAL PSYCHOLOGY: PSYCHOLOGY OF LEARNING. Credit, 1 hour. C. or Grad.
MR. DASHIELL. *Five hours a week.*

This course will include such particular topics as: the effects of practice and training on original capacities; methods of learning; transfer effects and interference of habits; effects of interests and incentives; individual differences in learning; etc. Prerequisite, Psychology s 19 or its equivalent. (Alternates with s 22.)

s 24. CHILD PSYCHOLOGY. Credit, 1 hour. N. or C.
MR. STUART NOBLE. *Five hours a week.*

The physical, mental, social and moral development of the child; the stages of growth, point of view and reactions of the child; the instincts, play, imitation, constructiveness, acquisitiveness, etc., and

their full significance in choosing subject-matter and methods for primary grades; arrested development; psychology of individual differences in children to reveal how education is conditioned upon the stages of individual development; flexible grading; backward and exceptional children; child study for parents and teachers; theories and methods of some of the great leaders in child study. Text-book (part time): Kirkpatrick's *Fundamentals of Child Study.*

RURAL ECONOMICS AND SOCIOLOGY

s 11. RURAL SOCIAL PROBLEMS. Credit, 1 hour. C. or Grad.
MR. BRANSON. *Five hours a week.*

1. Rural state and rural mindedness. Typical social areas: (a) the tidewater country, (b) the cotton and tobacco belt, (c) the Piedmont uplands, (d) the mountain counties. Common and distinguishing characteristics. (e) Our industrial area, where located, who so located, the outlook. 2. The cityward drift of country populations; in the world at large, in North Carolina: (a) the fundamental cause, (b) specific propulsive causes, (c) consequences and conclusions. 3. Ill-balanced civilizations: England, New England, North Carolina and the South. 4. Town and country interdependencies. 5. The country-life problem: (a) what it is not and what it is, (b) country life advantages and disadvantages, (c) constructive aims, (d) leadership and the federation of country-life forces, (e) the technic of country leadership.

s 12. RURAL ECONOMICS. Credit, 1 hour. C. or Grad.
MR. HOBBS. *Five hours a week.*

A formal course in Rural Economics: a background for defining and interpreting the economic problems of country life in North Carolina and the South. Our agricultural resources, our farm systems, our rural life conditions, and our rural economic problems. (1) Historical sketch of modern agriculture, with special studies in developing Southern agriculture, (2) the economics of agriculture, (3) land, labor, and capital as factors in agricultural production and ways of economizing these factors, (4) the distribution of agricultural products and agricultural income, (5) farm tenantry —its origin, advantages, disadvantages, and remedies, (6) rural credits, (7) co-operation in farm enterprises and rural activities, (8) well-balanced farm systems.

s 13. LABORATORY COURSE IN RURAL SOCIAL PROBLEMS.
MR. BRANSON AND MR. HOBBS. Credit, 1 hour. C. or Grad.
Five hours a week.

This course is open to students taking s 11 and s 12. The studies concern matters of state-wide importance. They cover rural, urban,

PETTIGREW-VANCE-BATTLE DORMITORIES

and industrial problems, economic and social. The subjects and methods are indicated by the 351 studies already made by the Summer School and regular term students of the University during the last five years, and given to the public in part in various issues of the University News Letter, and the North Carolina Club Year Books, 1915-16, 1916-17, and 1917-18. Students from other states will be assigned to similar studies of their home state. The consultation hour is 4:30 o'clock daily; but the work can be done in the laboratory headquarters at any time suiting the convenience of the students enrolled.

SOCIOLOGY

s 11. SOCIAL PROBLEMS. Credit, 1 hour. C. or Grad.
MR. ODUM. *Five hours a week.*

Sociology applied and functioning in the life and labor of the people. Practical study of society and social progress, as found in problems of its institutions: home, school, church, government, industry, community. Special problems and social questions arising between employer and employee: of recreation, industry, labor, crime, vice, poverty, race; social work; education; and social progress.

SPANISH

s 1. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. STAAB. *Five hours a week. 8:00.*

This course is intended for those who have not previously studied Spanish. It consists of the study of Spanish grammar, the writing of simple English into Spanish, with frequent oral drills and dictation. Special attention given to pronunciation. The course corresponds as nearly as possible to Spanish I, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance repuirements in Spanish. Text-books: Crawford, *First Book in Spanish* (The Macmillan Co.); Pittaro, *A Spanish Reader* (D. C. Heath & Co.).

s 2. ELEMENTARY COURSE. Credit, 1 hour. E. or N.
MR. STAAB. *Five hours a week. 8:50.*

Continuation of Course s 1. The study of the principles of Spanish grammar is continued, and also the writing of English into Spanish. The reading of simple Spanish prose. This course corresponds as nearly as possible to Spanish 2, as announced in the University catalogue, and when successfully pursued it will be accepted as part of the college entrance requirements in Spanish. Text-books: Crawford, *First Book in Spanish* (The Macmillan Co.); Pittaro,

A Spanish Reader (D. C. Heath & Co.); Marcial Dorado, *España Pintoresca* (Ginn & Co.).

WRITING

s 1. FREE-ARM MOVEMENT. Credit, 1 hour. N.
MISS POORE. *Five hours a week.*

Practical instruction in free-arm movement writing; drills, lectures, type lessons for primary, intermediate, and grammar grades. The course offered is planned to make better teachers of writing; hence, there will be two definite aims in view: (1) to improve the handwriting of those taking the course, and (2) to study the best methods to be used in teaching children to write. The course should be helpful to teachers, no matter what system they teach.

s 2. PALMER MEHTOD WRITING. Credit, 1 hour. N.
MISS POORE. *Five hours a week.*

Drill and instruction in muscular movement and the development and perfection of muscular movement writing. Method of teach- and muscular movement writing as they relate to teacher and to pupils of all grades in the elementary school. The eight essential steps and their stages freely discussed and demonstrated.

SECTION I—8:00.

SECTION II—8:50.

SECTION III—12:40.

ZOOLOGY

s 20. PRINCIPLES, DATA, AND METHODS OF GENERAL ZOOLOGY. Credit, 2 hours. C.
MR. GEORGE. *Ten hours a week.*

This course affords a basis for courses on the teaching of zoology and physiology in high schools. Lectures and laboratory work. Ten class exercises weekly, giving college credit equivalent to a full course. Laboratory fee, $5.00.

s 21. A CONTINUATION OF THE PRECEDING COURSE.
MR. GEORGE. Credit, 2 hours. C.
Ten hours a week.

Lectures and laboratory work. Ten class exercises weekly giving college credit equivalent to a full course. This and the preceding course cover the simpler phenomena of the anatomy and physiology of animals, the characteristics of the chief groups of animals, together with some discussion of evolution, heredity and the nature of individual development. Neither course may be substituted in place of Zoology 1 or 2 for preliminary medical credit. Laboratory fee, $15.00.

s 22. METHODS AND DATA FOR THE TEACHING OF ZOOLOGY AND PHYSIOLOGY IN HIGH SCHOOLS.

MR. HUNTER. Credit, 1 hour. C.

Five hours a week.

Lectures and laboratory work. Five class exercises weekly, giving college credit equivalent to a half course. Prerequisite Zoology 1-2 or Zoology 20-21. Those completing the course are entitled to a certificate of competency for the teaching of zoology and physiology in high schools. Laboratory fee, $5.00.

PART III.—INSTITUTES FOR PUBLIC WELFARE

I. June 22—August 5

II. June 22—September 13

STAFF OF ADMINISTRATION AND INSTRUCTION

HARRY WOODBURN CHASE, Ph. D., President of the University.

NATHAN WILSON WALKER, A. B., Director of the Summer School.

HOWARD W. ODUM, Ph. D., Director of the Institutes.

EUGENE C. BRANSON, Litt. D., Director of Social Work Conference.

PHILIP KLEIN, Ph. D., Director, Education and Research, Southern Division, American Red Cross.

KATHRYN FARRA, A. B., Supervisor of Field Work for the American Red Cross.

ABERNATHY, E. A., M. D. ..... PUBLIC HEALTH
University Health Officer

AUERBACH, MURRAY A. ..... LECTURER
Secretary, Southeastern Division
National Anti-Tuberculosis Association

ARTHUR, MARY ..... DIETETICS AND HOME ECONOMICS
Southern Division, American Red Cross

BEASLEY, ROLAND F. ..... LECTURER
State Commissioner of Public Welfare

BRANSON, E. C., Litt. D. ..... RURAL ECONOMICS AND RURAL SOCIAL PROBLEMS
Kenan Professor of Rural Social Science

BURNETT, A. H. ..... COMMUNITY ORGANIZATION
Director, Health Division Cincinnati, Social Unit

BURNETT, MARY, A. M. ..... CASE WORK
Case Work Supervisor, School of Public Welfare

BYINGTON, MARGARET ..... LECTURER
Director, Field Service, American Red Cross

CARROLL, DUDLEY DEWITT, A. M. ..... ECONOMICS, CIVIC SECRETARY CONFERENCES
Professor of Economics and Acting Dean of the School of Commerce

DASHIELL, J. B., Ph. D. ..... PSYCHOLOGY
Associate Professor of Psychology

FARRA, KATHRYN, A. B. ..... FAMILY CASE WORK
Supervisor of Field Work

HUNTER, GEORGE W., Ph. D. ..... SOCIAL HYGIENE
Professor of Biology
Carleton College, Minnesota

GLUECK, BERNARD, M. D. ..... SOCIAL PSYCHIATRY
Professor of Mental Hygiene in the New York School of Social Work

JOHNSON, MRS. C. A. ..... CHILD WELFARE
Director of Child Welfare, State Board of Public Welfare, North Carolina

JOHNSON, VIRGIL ..... LECTURER
Secretary, National Travellers' Aid Society

KLEIN, PHILIP, Ph. D. ..... LECTURER
Director, Bureau of Education and Research
Southern Division, American Red Cross

KUHLMAN, A. F., A. B. ..... SURVEY METHODS
Director, Community Studies, Southern Division, American Red Cross

LINDEMAN, E. C., Ph. D. ..... COMMUNITY PLAY AND RECREATION
Professor of Sociology in the North Carolina College for Women

LINDSAY, SAMUEL McCUNE, Ph. D., LL. D. ..... LECTURER
Professor of Social Legislation
Columbia University

LOGAN, JOSEPH C., LL. B., M. A. ..... LECTURER
Assistant Manager, Southern Division, American Red Cross

NEWMAN, HARRY G., LL. B., Litt. B. ..... JUVENILE DELINQUENCY AND PROBATION
North Carolina State Board of Public Welfare

MORGAN, E. L., Ph. D. ..... LECTURER
Director, Rural Service, American Red Cross

OAKS, MARTHA ..... FIELD WORK
Public Health Nurse
Chapel Hill

ODUM, HOWARD W., Ph. D. ..... SOCIAL PROBLEMS, THE SMALL TOWN
Director, School of Public Welfare and Kenan Professor of Sociology

RANKIN, W. S., M. D. ..... LECTURER
Secretary, State Board of Health, North Carolina

RENTCHLER, FRIEDA, B. S. ..... DIETETICS AND HOME ECONOMICS
Teacher of Home Economics,
Chapel Hill High School

STEINER, J. F., Ph. D. ..... FAMILY PROBLEMS
Director, Educational Service, American Red Cross

THOMPSON, MARGUERITE ..... FIELD WORK
Case Work Supervisor, Southern Division, American Red Cross

VAN DE VREDE, JANE ..... PUBLIC HEALTH NURSING
Director, Department of Nursing, American Red Cross, Southern Division

WATSON, FRANK P., Ph. D. ..... LECTURER
Director, Pennsylvania School for Social Work

WOOLFOLK, ADA S. ..... LECTURER
Director, Chapter Service, Southern Division, American Red Cross

WOODWARD, VICTOR S. ..... ADMINISTRATION OFFICE MANAGEMENT
Director, Community Studies, Southern Division, American Red Cross

INSTITUTES FOR PUBLIC WELFARE

GENERAL INFORMATION

The Summer Institutes

One of the special features of the 1920 University of North Carolina Summer Session, and one of the most important and far-reaching efforts ever undertaken in the South will be the SUMMER INSTITUTES FOR PUBLIC WELFARE, conducted jointly by the University of North Carolina through its new School of Public Welfare and the Southern Division of the American Red Cross. The Institutes will be divided into two sections. Both will begin with the opening of the Summer School, June 22d. The first section will extend through six weeks and will terminate at the end of the regular Summer School. *This is primarily for county superintendents of public welfare.* The second section will continue through twelve weeks. All lecturers will be available for both groups during the first six weeks and courses will be correlated to the best effect possible. In addition to the special purposes described below, the Summer Institutes represent the beginning of a joint permanent program of the University School of Public Welfare and the American Red Cross for the preparation and training of county superintendents of public welfare and prospective superintendents, and other welfare or social workers; for rendering expert service to county superintendents and secretaries in office; and for aiding counties and other local communities in the solution of any social problems with which they may be confronted. The courses of study, therefore, and the field work will be of standard excellence and professional quality.

For Whom Planned

The Nineteen Hundred Twenty Institute courses are planned to meet immediate and specific needs of three sorts:

First, to aid county superintendents of public welfare, and prospective superintendents, in co-operation with the State Department of Public Welfare, to prepare themselves in an adequate

manner for the important community tasks and leadership that have been generously imposed upon them.

Second, to aid Red Cross secretaries and prospective secretaries to prepare themselves adequately for the urgent and important tasks of social work and community leadership that await them on many sides.

Third, to aid such other social and welfare workers as may need professional training for social work:

Research agents for state and federal departments investigating social and economic problems.

Civic secretaries in city clubs, community centers, chambers of commerce.

Directors of community playgrounds and social centers.

Directors of charity organization societies.

Settlement workers and workers in mill villages.

Rural community leaders and farm and home demonstration agents.

Agents and superintendents in children's institutions.

Superintendents and workers in institutions for aged or defectives.

Probation and juvenile court officers and workers.

Industrial welfare workers.

Young Men's and Young Women's Christian Association workers.

Boy Scout and Camp Fire Girl leaders.

Medical and hospital social workers.

School and home extension teachers.

Vocational and industrial rehabilitation workers.

Ministers and other church workers.

Citizens who wish to know and to help.

And many others, including a limited number of superintendents of schools, principals and teachers who may be permitted to enroll in the courses especially adapted to their community work.

Requirements for Admission

Requirement for admission to the Institutes will be based on a high standard of preparation, experience or promise. The county superintendents of public welfare and prospective super-

intendents will be admitted on the certification and recommendation of the Commissioner of Public Welfare. Other candidates, however, will offer a college degree from an acceptable institution of learning or its full equivalent in training and experience. Applications should be made early on blanks provided, and correspondence should be clear and definite.

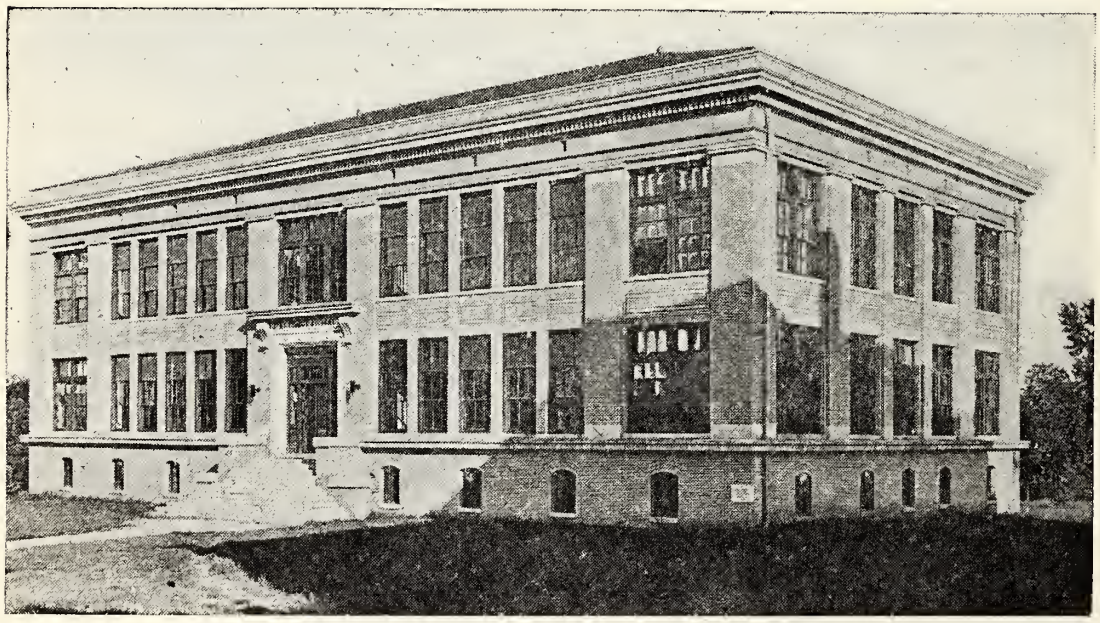
Special Lecturers

In addition to two or three other men of national prominence whose names may not now be listed, lecturers before the Institutes will include Dr. Samuel McCune Lindsay, Professor of Social Legislation, Columbia University; Dr. Bernard Glueck, Head of the Department of Mental Hygiene, New York School of Social Work; Dr. Frank P. Watson, Director of the Pennsylvania School for Social Service; Dr. E. L. Morgan, Director of Rural Service, National American Red Cross; Dr. J. F. Steiner, Director of Educational Service, American Red Cross; Hon. E. C. Brooks, State Superintendent of Public Instruction, North Carolina; Hon. Roland Beasley, Commissioner of Public Welfare, North Carolina; Hon. Jos. C. Logan, Assistant Manager, Southern Division, American Red Cross; President H. W. Chase, University of North Carolina; Director N. W. Walker, of the University Summer School; Dr. W. S. Rankin, Secretary, North Carolina State Board of Health; Dr. E. C. Branson, Kenan Professor of Rural Social Science, University of North Carolina.

Other Features

There will be a number of special features during the summer, details of which will be announced from time to time. Among the most important of these will be the Institute for secretaries of chambers of commerce under the direction of Dean Carroll of the School of Commerce; and the special Social Work Conference under the direction of Dr. Branson. There will be also attractive features in the recreation programs of the Carolina Playmakers and the Department of Music, with community singing and pageants. Complete announcement of speakers and events will be found elsewhere.

CAMERON AVENUE—LOOKING EAST



CALDWELL HALL—MEDICAL BUILDING

Divisions of the Institute Work

There are two sections of the Summer Institutes, the one for county superintendents of public welfare and prospective superintendents; the other, for other workers. The first section extends through six weeks and has certain requirements, listed below. The second section extends through twelve weeks and requires added courses and field work. The details of each may be gathered from the special descriptions given below and from a careful study of the required courses.

Special Courses for County Superintendents of Public Welfare

The courses for county superintendents of public welfare provide instruction for those already holding such office, those about to be appointed, assistants, and prospective assistants to superintendents. The courses, including lectures, laboratory, and field work, are designed to give such superintendents a minimum training in the technique of the various duties of their office, and to lead to a broad interpretation of their opportunities for social service.

Methods of dealing with dependent families, of conducting juvenile court procedure, carrying on probation, enforcing school attendance, planning public recreation for young and old, and organizing communities for the improvement of their material and social welfare, are essential in the proper administration of the office of County Superintendent of Public Welfare. Proper record systems, filing and office management are almost equally important. Their task of spreading social vision in their counties, of stimulating private initiative, or co-ordinating public and private services, represents an opportunity in social engineering rarely open to public servants.

In the arrangement of courses of instruction, members of the Institute will be expected to take a total of not less than sixteen nor more than twenty hours a week lecture or class-room work; twelve hours required reading; and fifteen hours of field work and laboratory. The total number of lecture hours is to be not less than ninety-six nor more than one hundred and twenty; required reading, seventy-two; and field work, ninety hours.

Students of this Institute will be required to take the following courses, in addition to which they may elect such other courses offered as they choose, within the limits above set:

Family Case Work—twenty-four hours.
Public Health—twelve hours.
Social Problems—eighteen hours.
Rural Problems—eighteen hours.
Juvenile Delinquency and Child Welfare—twenty-four hours.
Electives—eighteen to forty-two hours.

General Training Course

The general courses of instruction are designed to give as comprehensive a presentation of the types and standards of social work as may be possible in the brief period of twelve weeks. While it is undertaken with the Red Cross Home Service as a background, it is intended to fit students for entering any type of social work in which case methods are of fundamental importance. In no respect should the course be considered as thorough and final training of this type, for it requires a great deal more than twelve weeks to attempt so ambitious a task. The Institute should, however, cover fundamentals, and enable the student to make a start in social work with a reasonable understanding of the problems involved, and some technique in dealing with individuals and institutions.

The lecture work is to be supplemented with required reading, laboratory or seminar practice, field work in case methods with families actually receiving treatment at the time, under careful coaching by competent supervisors, and participation in a community survey involving two weeks in the field. In class-room and laboratory, emphasis during the entire course is laid on work in rural communities.

Students will be expected to take a total of not less than sixteen, more than twenty, hours a week lecture or class-room work; twelve hours required reading; and fifteen hours of field and laboratory. The last two weeks of the course are to be devoted entirely to the survey of a rural county. The total number of lecture hours is to be not less than one hundred and sixty, nor more than two hundred; required reading, one hundred and twenty hours; and field work, one hundred and fifty hours dur-

ing ten weeks, with two additional weeks of intensive field work thereafter.

Students of this Institute will be required to take the following courses, in addition to which they may elect such other courses offered as they choose, within the limits above set:

Required Courses

Family Case Work—thirty-six hours.
Public Health—twelve hours.
Social Problems—thirty-two hours.
Rural Problems—thirty hours.
Electives—forty-four to ninety-two hours.

COURSES OF INSTRUCTION

FAMILY CASE WORK ..... { MISS FARRA / MR. STEINER

The principles and methods of dealing with the rehabilitation of families brought to the attention of social workers by examples of dependence, delinquency and illness; technique of investigation and treatment, using the resources of the individual, the neighborhood and other organization of the community and state. This course will be given in two parts—first six weeks introductory, following four weeks advanced—to be given four hours per week for six weeks and three hours per week for remaining four weeks. *Required of all students.*

SOCIAL PROBLEMS ..... MR. ODUM

Sociology applied and functioning in the life and labor of the people. Practical study of society and social progress, as found in problems of its institutions: home, school, church, government, industry, community. Special problems and social questions arising between employer and employee: of recreation, industry, labor, crime, vice, poverty, race; social work; education; and social progress. *Required of all students.*

LABORATORY IN SOCIAL RESEARCH ..... STAFF

To be considered as field work. Required of county superintendents of public welfare, during first six weeks. To be conducted by members of the staff.

RURAL SOCIAL PROBLEMS ..... { MR. BRANSON / MR. HOBBS

This course will cover: 1. The rural social problem—What it is and is not. 2. Socialization—What it means; ideals, ends, and aims. 3. Rural social institutions. 4. Country-life agencies. 5. Developments in other States. Progressive communities in North Carolina. 6. After-the-war problems—Home ownership, health, illiteracy. *Required of all students.*

JUVENILE DELINQUENCY AND PROBATION ..... MR. NEWMAN

A consideration of the problems of delinquency both individual and environmental, especially as applied to North Carolina; methods of probation and family case work involved in probation. Special lectures. Required of all county superintendents of public welfare; elective for others.

THE SMALL TOWN ..... MR. ODUM

Town and village as units of state and national power. The development and romance of the small town. Civic efforts and co-operation in community building. Special problems, the boy problem, health and sanitation, the mill village, the mining village, negro factors, social centers. Group organizations and methods of social progress. Town and county administration.

CHILD WELFARE ..... MR. NEWMAN

A consideration of the psychology of the child, of the problems of education as determined by physical and economical environment, the problem of parental neglect and its consequences, dependency and its treatment and institutional care and standards.

SOCIAL PSYCHIATRY ..... MR. GLUECK

A discussion of the prevalence and social bearings of feeble-mindedness, insanity, epilepsy and other neurotic conditions with particular reference to social control and relief. Study of case histories.

RURAL ECONOMICS ..... { MR. BRANSON / MR. HOBBS }

A series of studies in wealth and welfare in North Carolina. 1. The sources of our primary wealth. 2. Our accumulated wealth and its forms. 3. Factors involved in the retention of farm wealth. 4. The civic uses of wealth. 5. After-the-war problems in our farm regions.

LABORATORY IN RURAL PROBLEMS ..... { MR. BRANSON / MR. HOBBS }

Special studies of home counties and communities, social, industrial, economic—social research.

PLAY AND RECREATION ..... { MR. LINDEMAN / MR. BROWN }

The modern theory of the fundamental instincts: Its relationship to play and recreation. The sociological and ethical implications of play. The status of rural recreation. Demonstration of a play festival. Contests, races, stunts, pageantry and the drama.

SURVEY METHODS ..... MR. KUHLMAN

A discussion of methods and purposes of community surveys with a special emphasis upon rural problems, to be given during the second part of Institutes for four weeks with laboratory work. To be required

of all students of Institute of general social service and to be considered part of the field work.

PUBLIC HEALTH ..... DR. ABERNATHY

General principles and facts of public health involving mainly the problems of sanitation, tuberculosis, infant mortality, infectious diseases and some discussion of the health laws of North Carolina. Ten or twenty hours course. *Required of all students.*

HOME DIETETICS ..... MISS ARTHUR

A special course for Institute workers, adapted to the needs of Southern conditions.

HOME HYGIENE .....

A study of practical conditions in the home—health and sanitation, housekeeping, conveniences, family welfare.

PERSONAL CONFERENCES ..... MR. ODUM

The Director of the Institutes and others will hold frequent conferences with workers, individuals and groups. Topics of discussions will include ability and aptitude for adapting oneself to community or county; upon co-operation, enthusiasm, specific illustrations and examples of approach in community and family case work, the professional spirit in social work, qualities essential to success, the opportunity of the worker to assume a place of constructive leadership in the community.

ADMINISTRATION OF SOCIAL WORK ..... MR. WOODWARD

This course will give in outline the elemental facts with reference to internal executive methods and organization of a social agency, the raising of money and publicity methods.

RECORD KEEPING ..... MR. WOODWARD

Social case records and the organization of case material for social study, and diagnosis and treatment. Forms and records, filing and reporting.

Special Elective courses in the regular University Summer School will be available. Permission to elect these will be given after conference with the director and advisors.

GENERAL ECONOMICS ..... MR. CARROLL

The fundamental principles underlying our complex industrial life. Consumption, production, distribution, values, transportation, labor, theories.

THEORIES OF ECONOMIC REFORM ..... MR. CARROLL

Examination of the most current theories of economic reform, such as socialism, Bolshevism, single tax, profit-sharing, industrial partnership.

PUBLIC FINANCE ..... MR. CARROLL

The general principles and practice of public taxation and expenditure.

HOME ECONOMICS: COOKING ..... MISS RENTCHLER

A study of general food principles and their relation to diet and digestion. Cooking in its relation to home and school.

PROBLEMS OF THE COUNTRY SCHOOL ..... MR. KNIGHT

General problems of organization, administration and supervision of the consolidated country school; community problems in relation.

CHILD PSYCHOLOGY ..... MR. DASHIELL

The physical, mental and social development of the child; stages of growth, instincts, reactions; child study, plans, programs.

INTRODUCTION TO PSYCHOLOGY ..... MR. DASHIELL

The general point of view of modern psychology. Principles and methods of study; new tendencies.

SOCIAL PSYCHOLOGY ..... MR. DASHIELL

Typical social phenomena in the light of psychological principles. Aid to those interested in social problems.

FIELD WORK

The field work of the Institutes will constitute one of its most important aspects and will include the following plans:

1. For county superintendents of public welfare, two or three periods of several days' duration by assignment to the office of a county superintendent in a neighboring county. The type of work must be determined after conference with the superintendent.

2. Laboratory and special investigations, to be determined by careful examination of the needs and opportunities at hand.

3. Family case work in connection with home service sections of the American Red Cross and such other relief organizations as may be available in the neighboring counties; to be arranged by the director of field work and assigned mainly to students taking the twelve weeks' course.

4. Survey of a county; to occupy the last two weeks of the general twelve weeks' course.

Field Work

During the summer a bulletin of the School of Public Welfare will be published. In this bulletin will be found full par-

ticulars concerning the plans and courses of the University for the next year and also its plans for coöperation with the American Red Cross. The work will stress four phases of Public Welfare: Training in citizenship and the inclusion of the social sciences in the liberal education; professional social work; social engineering or assistance to community needs; and university and social research. The whole program will constitute a Southern School for Training in Social Work.

PART IV.—SPECIAL FEATURES

Among the special features of the Summer School may be mentioned the following:

Institute for Public Welfare (see Part 3 of this announcement).

Violin Recital by Irma Seydel (July 2).

Institute for Child Welfare (July 5-10).

Two performances by the Carolina Playmakers under the direction of Prof. Frederick H. Koch.

Three lectures on Jewish Literature and History by Rabbi Sidney Tedesche (July 26-27-28).

A series of afternoon readings under the direction of Dr. James F. Royster.

Music Festival under the direction of Prof. Paul J. Weaver.

Community Singing under the direction of Prof. Paul J. Weaver.

Citizenship Course for Women.

Two performances by the players from the Shakespeare Playhouse, New York, under the direction of Frank McEntree (July 19).

Other special features to be announced.

Violin Recital

On the evening of July 2d a brilliant violin recital will be given by Irma Seydel, a celebrated violinist of Boston. Miss Seydel comes with the highest recommendations from the music lovers of the country. She is regarded as one of the most brilliant young violinists of America. Her appearance at Chapel Hill in July will be one of the prominent musical features of the Summer School.

Institute for Child Welfare

The Child Welfare Institute (July 5-10) will be conducted under the auspices of the National Child Welfare Association and will be under the immediate direction of Mrs. Ira D. Hasbrouck, Field Secretary of the Association. It will consist of (1) daily lectures on practical child welfare subjects of vital interest to social workers, teachers, and homemakers; (2) a large exhibit of educatioal panels on a variety of subjects of value to nurses, social workers, and teachers of all grades.

Carolina Playmakers

The Carolnia Playmakers, under the direction of Mr. Frederick H. Koch, Professor of Dramatic Literature in the University, will give two performances while the Summer School is in session. At one of the performances they will present Shakespeare's *Twelfth Night;* the other program will consist of three original one-act folk plays written by students in Professor Koch's classes. The Carolina Playmakers were organized by Professor Koch in the fall of 1918 and have already written and presented a number of notable productions.

Lectures on Jewish Literature and History

Rabbi Tedesche, who comes to the Summer School under the auspices of the Jewish Chautauqua Society of America, will deliver a series of three lectures on "The Golden Age of Spanish Literature" (July 26-27-28).

The following are the subjects of Rabbi Tedesche's lectures:

(1) A Social and Economic Survey of the Jew in Spain.
(2) The Spanish Jew in Art and Science.
(3) The Inquisition: Its Reasons and Results.

Music Festival

Another unique and attractive feature of the Summer School is the Music Festival under the direction of Prof. Paul J. Weaver. A more definite announcement of the program will appear in the *Summer School News.*

The Shakespeare Players

(July 19)

On July 19th the players from the Shakespeare Playhouse, New York, under the direction of Frank McEntee, will give two performances on the University campus. The matinee performance will consist of a number of pastoral scenes from *As You Like It; Twelfth Night; The Winter's Tale; The Tempest,* and *Much Ado About Nothing.* The evening performance will consist of three of the most representative Irish plays, as follows: *In the Shadow of the Glen,* by John Synge; *The Riders to the Sea,* by John Synge; *The Rising of the Moon,* by Lady Gregory.

Citizenship Course for Women

The Summer School is providing this year a special citizenship course for prospective women voters. This course will consist of a series of lectures on citizenship by prominent political leaders. writers, and thinkers; a series of discussions of present-day issues by the women in attendance upon the Summer School; and an "Election Day" to be held toward the close of the Summer School following a brief "campaign." Registrars will be appointed, and registration books will be opened; poll-holders and judges of electionwill be appointed, and voting places established; the votes on the "issues" and "candidates" will be counted, and the returns made. The entire program of staging a campaign and holding an election will be carried out just as it would be carried out under the general election law. The full program of the citizenship course will be announced in the *Summer School News*.

Special Lectures

There will be a number of public lectures delivered before the Summer School in addition to those mentioned under this head in Part III of this bulletin. The following lecturers are announced:

Dr. Frank P. Graves, Dean of the School of Education, University of Pennsylvania.

Dr. Collier Cobb, Professor of Geology.

Mr. Frederick H. Koch, Professor of Dramatic Literature.

Dr. James F. Royster, Professor of English in the University of Texas.

Dr. Edwin Greenlaw, Head of the English Department and Dean of the Graduate School.

Dr. E. C. Brooks, State Superintendent of Public Instruction.

Mr. H. H. Williams, Professor of Philosophy.

Dr. George W. Hunter, Professor of Biology in Carleton College, Northfield, Minnesota.

Mr. John J. Blair, Superintendent of the Wilmington Schools.

Mr. A. H. Patterson, Professor of Physics and Dean of the School of Applied Science.

Others to be announced.

The Carolina Business School

The University Summer School is not offering courses in Stenography and Typewriting this year. The management is pleased, to announce, however, that students of the Summer School who wish to pursue these branches will have an opportunity to do so at a moderate cost in the Carolina Business School which is operated independently of the Summer School under the management of Messrs. Bryant C. Brown and Daniel L. Grant. Those interested should communicate with Mr. Brown.

BOARD AND LODGING

Those desiring to secure room or board off the campus may communicate with the following:

Mrs. E. A. Abernethy has four double rooms to rent at $18.00 a month ($9.00 per occupant). Roomers will be expected to furnish their own bed linen (for single beds) and towels. Prefers to have students who plan to stay entire term.

Mrs. E. S. Battle can accommodate 75 boarders at $7.50 per week, or $27.00 per month of four weeks. Can furnish 9 rooms, 2 persons to the room, $32.00 each. Room and board by the week $10.00. Roomers will be expected to furnish towels and bedding.

Mrs. E. B. Bryan can accommodate 20 persons with room. Write for prices.

Mrs. M. W. Daniel can accommodate 50 boarders at $7.50 per week, or $27.00 per month of four weeks. Can also furnish 12 rooms, 2 persons to the room, $32.00 each. Room and board by the week, $10.00. Roomers will be expected to furnish towels and bedding.

Mrs. C. B. Ledbetter can accommodate 60 boarders. Rates $27.00 per month of four weeks. One dollar per day for less than a month. Roomers are expected to furnish bed linen and towels.

Mrs. W. S. Long can accommodate 10 roomers. Roomers will be expected to furnish bed clothing and towels. Apply for terms.

Mrs. R. S. MacRae can accommodate 20 persons with room. Write for prices.

Mrs. J. F. McDuffie can accommodate 6 roomers. Gentlemen preferred. $7.00 each for the term of 6 weeks. Roomers will be expected to furnish bed linen and towels.

Mrs. J. E. Merritt can accommodate 15 boarders at $22.00 a month. Can furnish 5 rooms, 2 persons to the room, $27.00 each. Roomers will be expected to furnish towels and bedding.

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No. 9. The Daily Schedule of Classes.

No. 10. The Revised Daily Schedule of Classes.

No. 11. Professional Courses for State Certificates.

No. 12. Report of the Director.

APPLICATION BLANK

Postoffice.....1920

Director, University Summer School:

It is my purpose to attend the University Summer School this year for the full six weeks, June 22-August 5.

Please reserve a room for me in the.....

.....Building.

In case the rooms in this building are all taken when this application is received, my next choice is the.....

.....Building.

I should like to have as my roommate:

.....

(Post Office) .....

who expects to attend the Summer School. We will remit room rent ($6.00) each on or before June 1st. If I change my Post Office address before Summer School opens, I will notify you.

Signed.....

Note:—The rooms in Battle, Vance, and Pettigrew buildings are already engaged.

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